ED 396 064 AA 001 274

Resources in Education (RIE). Volume 31, Number 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 396 065 CE 063 882

Harlan, Sharon L., Ed.; Steinberg, Ronnie J., Ed.
Job Training for Women: The Promise and Limits of Public Policies. Women in the Political Economy Series.
PUB DATE- 89
NOTE- 559p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Apprenticeships; Armed Forces; Displaced Homemakers; Economically Disadvantaged; Employment Services; Equal Education; Federal Legislation; Federal Programs; *Females; *Job Training; *Nontraditional Occupations; Postsecondary Education; Program Effectiveness; Public Policy; Secondary Education; *Vocational Education; *Welfare Recipients; Welfare Services; *Womens Education

This comprehensive review of the public system of occupational education and job training for women in the United States focuses on education and training for occupations that require less than a four-year college degree. Chapter 1, "Job Training for Women: The Problem in a Policy Context" (Harlan, Steinberg), sketches an outline of job training and occupational education in the United States. Three chapters in Part 1 expand the description of several separate training systems and elaborate on general themes of Chapter 1. Chapters include: "Women and Federal Job Training Policy" (Harlan); "The Vocational Education Option for Women" (Vetter); and "Job Training Opportunities for Women in the U.S. Armed Forces" (Devilbiss). Part 2 describes a diverse set of training strategies, which reflect the needs of different groups of

ED 396 084 CE 070 660

Mikulecky, Larry; And Others
Assessment Approaches and Impact Results in Workplace Literacy Programs.
SPONS. AGENCY- National Center on Adult Literacy, Philadelphia, PA.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Data Collection; *Evaluation Criteria; Information Sources; *Literacy Education; Program Evaluation; *Systems Approach; *Workplace Literacy

Employers, unions, and government agencies are placing increasing emphasis on evaluation of workplace literacy programs. Because workplace literacy programs are generally short, focused on workplace-specific literacy tasks, and small, the standardized tests that have traditionally been used to assess school programs are inappropriate for evaluating them. Rigorous evaluation of workplace literacy programs is still relatively rare. A few programs have demonstrated that systematic evaluation of workplace literacy programs is possible and beneficial in improving programs and providing evidence of program effectiveness in support of requests for continued funding/expansion. The most effective approach to program evaluation is a systems approach in which formative and summative evaluation are combined and literacy task analysis is used to custom-design assessment measures. A refined model for evaluating workplace literacy programs has been developed that defines literacy broadly and that calls for assessing not only improved performance with a variety of literacy tasks but also literacy-related changes in lifestyle and in learners' self-perceptions and aspirations. A workplace literacy program's impact on job productivity can be measured in several ways, including by gathering information on individual employees and teams and by conducting job-related performance ratings. (Contains 27 references.) (MN)

ED 396 085 CE 070 662

Mikulecky, Larry; Lloyd, Paul
Effective Workplace Literacy Programs: A Guide for Policymakers.
SPONS. AGENCY- National Center on Adult Literacy, Philadelphia, PA.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Dislocated Workers; *Educational Policy; Educational Practices; *Evaluation Methods; Formative Evaluation; Labor Force Development; Limited English Speaking; *Literacy Education; Part Time Employment; Policy Formation; Program Development; *Program Evaluation; Retraining; Service Occupations; Small Businesses; Summative Evaluation; Task

ED 396 103 CE 071 762

Armstrong, Paul
Back to the Future.
PUB DATE- Jun 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Apprenticeships; Cooperative Planning; Demonstration Programs; Educational Cooperation; Educational Practices; Education Work Relationship; *Financial Support; Foreign Countries; Models; *Partnerships in Education; Pilot Projects; Postsecondary Education; *Program Development; *School Business Relationship; School Role; *Vocational Education
IDENTIFIERS- *National Vocational Qualifications (England); United Kingdom

The United Kingdom's Modern Apprenticeships were introduced in September 1994 to provide young people in the United Kingdom with a route to achieving the National Vocational Qualifications (NVQs) at Level 3 or above, including a progression into higher education. The pilot implementation of Modern Apprenticeships involved 2,400 teenagers and approximately 14 industrial and business sectors. Modern Apprenticeships seemed to work best where there were existing partnerships among employers, industry training organizations, training and enterprise councils, and further education (FE) colleges. Funding arrangements for Modern Apprenticeships proved to be complex and different across the United Kingdom because of local conditions and different Modern Apprenticeships models. It was concluded that although FE colleges may not appear to benefit directly from involvement in provision of Modern Apprenticeships, they do reap indirect benefits by improving their links with local industry. Three possible roles for FEs in the provision of Modern Apprenticeships (partner, supplier, and enabler) were discussed. It was recommended that more research be conducted to identify those factors that are likely to facilitate or hinder successful implementation of Modern Apprenticeships. (Appended is a list of 13 Further Education Development Agency publications.) (MN)

ED 396 104 CE 071 767

Lai, John C.
Andragogy of the Oppressed: Emancipatory Education for Christian Adults.
PUB DATE- Jan 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; *Andragogy; *Christianity; Classroom Techniques; *Educational Theories; Models; *Religious Education; Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Evangelical Christians; Freire (Paulo); Knowles (Malcolm S); Ong (Walter J); Praxis

In most churches, Bible and other religious instruction is based on an evangelical model structured on a teacher-centered,

ED 396 121   CE 071 800

Advincula-Carpenter, Marietta M.
Development of an Internationalized Dietetic Technician Program for the Milwaukee Area Technical College with a Plan for Implementation and Evaluation.
PUB DATE- Jun 96
NOTE- 282p.; Ed.D. major applied research project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Associate Degrees; Behavioral Objectives; *Curriculum Development; *Dietitians; Evaluation Methods; Foreign Culture; *Integrated Curriculum; *International Education; International Relations; Occupational Home Economics; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Two Year Colleges; Units of Study

An internationalized dietetic technician (DT) program was developed at the Milwaukee Area Technical College through a process that included the design and development of international modules to be used through infusion or an individual unit approach in selected courses. The following procedures were used: a review of the literature on benefits of international education, models to internationalize curriculum, appropriate instructional design, and appropriate tools to evaluate program impact; establishment of formative committees to provide feedback during the developmental process; establishment of a process for the internationalization of the DT program; use of the framework developed by the author to internationalize the selected courses; establishment of a summative committee to provide feedback on program content and face validity; and development of plans for program implementation and evaluation. Of 15 technical courses in the program, 7 were internationalized by infusion and 8 by the addition of a new unit. The process of infusion was accomplished by adding an internationalized competency or competencies in an existing unit. Evaluation was planned for two years after program implementation. (Contains 129 references. Appendixes include: DT curriculum; diagram of the internationalization process; committee reports; guidebook of internationalized DT courses, with a course outcome summary and example lesson plan; and list of 241 academic support resources.) (YLB)

ED 396 122   CE 071 801

Tindall, Lloyd W.; And Others
Integrating Vocational & Academic Education. A Handbook Featuring Four Demonstration Sites Including Students from Special Populations.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 312p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Deafness; Demonstration

ED 396 139 CE 071 867

Fraser, Wilma
Learning from Experience. Empowerment or Incorporation?
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; Certification; *Credits; Ethnic Groups; Experience; *Experiential Learning; Foreign Countries; Higher Education; Minority Groups; *Prior Learning; Unemployment; *Womens Education
IDENTIFIERS- Great Britain

Based on a Making Experience Count (MEC) project, this book examines current trends in learning from experience. Chapter 1 discusses key theoretical elements that underpin work in the field of experiential learning and analyzes the contribution of the andragogic approach to adult learning. Chapter 2 offers an alternative model--gynagogy--and broadens the debate to incorporate contradictions that andragogy fails to address. Chapter 3 represents a personal account of the learning process. Chapter 4 describes tutor recruitment and training. Chapter 5 describes the MEC course at Ford Motor Company and examines issues that arise when facilitating personal reflection within a hierarchical and public arena. Chapter 6 is an account of two courses designated as outreach programs. Chapter 7 discusses the specific issues that arise when facilitating MEC within a single-sex framework. Chapter 8 examines work with a group of long-term unemployed persons and highlights the problems that lack of self-esteem bring to the learning process. Chapter 9 assesses the value of assessment of prior experiential learning (APEL) as an admissions tool for entrance to higher education. Chapter 10 relates the story of the Kent APEL Consortium, charts the reasons for its inception, and notes its untimely demise. Chapter 11 discusses problems inherent in accrediting MEC. Chapter 12 describes work within a particular ethnic minority community and introduces the question of the cultural transferability of the MEC process. A 58-item bibliography is appended. (YLB)

ED 396 140 CE 071 869

McGivney, Veronica
Staying or Leaving the Course: Non-Completion and Retention of Mature Students in Further and Higher Education.
PUB DATE- 96
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Students; Age Differences; Ancillary School Services; College Attendance; Educational Research; Foreign Countries; Postsecondary Education; *School Holding Power; Sex Differences; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- Great Britain

This book combines findings of existing research with fresh evidence supplied from a sample of institutions regarding noncompletion rates of mature students in postcompulsory education. Chapter 1 considers the changes that have taken

ED 396 157   CE 071 909

Raising the Standard. Electronics Technician Skills for Today and Tomorrow.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 37p.; For related documents, see ED 389 946, CE 071 858-860, and CE 071 910.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Communications; Competence; Competency Based Education; Critical Thinking; Electric Circuits; Electromechanical Technology; *Electronic Technicians; Entry Workers; *Equipment Maintenance; Error Correction; Guides; Interpersonal Relationship; Job Analysis; *Job Skills; Lasers; Mathematics Skills; Occupational Information; Physics; Postsecondary Education; *Problem Solving; Reading Skills; Repair; Science Process Skills; Secondary Education; Teamwork; Technology Education; Troubleshooting; Work Attitudes; *Work Ethic
IDENTIFIERS- National Standards

This manual identifies the standard skills required of a work-ready, entry-level electronics technician. It provides a valuable resource for these groups: students considering careers as electronics technicians; for counselors, educators, and administrators; and for employers. An introduction discusses use of the standards and includes two lists of duties and tasks--for the work-ready electronics technician and for the consumer electronics technician. A table shows the length of time needed in each skill category to train students to meet the standards. The rest of the manual presents the skill standards in detail, separated into five chapters. Chapter 2 covers desirable behavior and work habits, including work ethics and behavior, interpersonal relationships, and teamwork. Chapter 3 on technical skills includes general skills, DC circuits, AC circuits, discrete solid state circuits, analog circuits, digital circuits, microprocessors, and microcomputers. Chapter 4 on test equipment and tools contains standards based on the worker's ability to know and understand how the test equipment or tool works and when, where, and how to use it. Chapter 5 on basic and practical skills covers technical literacy, communicating on the job, solving problems and critical thinking, reading, and proficiency in mathematics and physics. Chapter 6 covers three skill areas that should be included in training at a level that provides a basic overview and understanding of the subject matter--communications, electromechanics, and laser applications. (YLB)

ED 396 158   CE 071 910

Characteristics of Competency. Measurement Criteria for Entry-Level Electronics Technician Skills..
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 333p.; For the related standards manual, see CE 071 909; for other related documents, see ED 389 946 and CE 071 858-860.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials

ED 396 176 CE 071 958

O'Neill, Joseph P.; Grandy, Jerilee
The Image of Ministry: Attitudes of Young Adults toward Organized Religion and Religious Professions. Ministry Research Notes. An ETS Occasional Report.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Career Choice; Catholics; *Church Related Colleges; *Clergy; College Students; Comparative Analysis; Demography; Essays; Higher Education; High School Students; Jews; Protestants; *Religion; School Attitudes; Secondary Education; *Theological Education; Vocational Interests; *Young Adults

The attitudes of entering seminarians and high school and college students toward organized religion and religious professions were examined to determine why people enter the ministry. Various published sources, including a survey of 4,968 beginning seminarians that was conducted by the Educational Testing Service in fall 1992 and 1993 and a fact book on theological education published by the Association of Theological Schools, served as the data for a comparative analysis of the traditional images of the clergy in the Protestant, Jewish, and Catholic traditions and the images of the clergy currently held by young adults. It was concluded that the future pool of ministry candidates is likely to grow somewhat over the new few years and contain a larger number of men under age 30 than it has in the past 2 decades. The number of women under age 30 who are likely to consider a religious profession was not predicted to increase, however. The future supply of clergy was determined to be both a doctrinal and a demographic issue. Some cognitive dissonance between young adults' image of ministry and the traditional clergy roles was discovered. (Eleven tables/figures are included. Contains 25 references.) (MN)

ED 396 177 CE 071 960

Corson, Walter; Haimson, Joshua
The New Jersey Unemployment Insurance Reemployment Demonstration Project: Six-Year Follow-up and Summary Report. Revised Edition. Unemployment Insurance Occasional Paper 96-2.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; New Jersey State Dept. of Labor, Trenton.
PUB DATE- 96
NOTE- 173p.; Replaces Unemployment Insurance Occasional Paper 95-2.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Counseling Services; Demonstration Programs; *Dislocated Workers; *Early Identification; Early Intervention; Employment Services; Followup Studies; Program Effectiveness; State Programs; Tables (Data); *Unemployment Insurance
IDENTIFIERS- *New Jersey; *Reemployment

The New Jersey Unemployment Insurance Reemployment Demonstration Project was undertaken to examine the feasibility of using the unemployment insurance (UI) system to identify displaced

ED 396 195 CG 026 975

Vecchione, Thomas P.
Using the MMPI-2 in Career Advising: Exploring Implications for Usefulness in Personal Adjustment.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Career Planning; College Students; Higher Education; *Personality Measures; *Vocational Interests
IDENTIFIERS- Career Salience; *Minnesota Multiphasic Personality Inventory

Career counselors at colleges and universities are encountering an increasingly diverse student population. It has been suggested that the Minnesota Multiphasic Personality Inventory (MMPI) and the updated MMPI-2 can help career counselors as they try to help students deal with a wide range of individual needs and capabilities for coping with life stress. The reasoning behind using the MMPI and the MMPI-2 in career counseling is two-fold. The instruments can help counselors in making appropriate career counseling interventions and may also provide a reliable source of personal knowledge for students to utilize in their career decisions. Several investigations with the MMPI and career counseling found the instrument helpful in identifying individuals who are able to use a self-directed pattern when it comes to career assistance. The MMPI was also helpful in identifying individuals who may need more intensive help in their decision making process. Although few studies have directly investigated the usefulness of the MMPI-2 in career counseling, research on the consistency between the MMPI-2 and the MMPI leaves researchers optimistic that the newer test will also serve as a valuable tool in career decisions. Future research on the MMPI-2 should reveal more information about its value in career counseling. Contains 14 references. (RJM)

ED 396 196 CG 026 992

Sheanh, Gerry
Helping Kids Deal with Conflict. An Everyday Resource for All Teachers and Parents.
PUB DATE- 96
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Antisocial Behavior; *Child Rearing; Children; *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Interpersonal Communication; Parenting Skills; *Problem Solving; *Self Esteem; *Student Problems; Teaching Guides
IDENTIFIERS- *Bullying

Divided into five parts, this book examines some of the conflicts that Canadian children face on a daily basis and explores ways that adults can help children address these challenges. Chapter 1 looks at the causes behind conflicts, and examines some of the concepts concerning conflict and conflict resolution.

ED 396 216   CG 027 133

Carter, D. S. G.; And Others
Rethinking Adolescent Risk-Taking Behavior and the Peer Leader Dynamic.
PUB DATE- 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, April 8-12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Foreign Countries; Grade 10; *Group Dynamics; High Schools; High School Students; *Informal Leadership; Leaders; *Peer Groups; *Peer Influence; Peer Relationship; Secondary Education

The nature of the interactions that occur among peer leaders, peer influence, and the dynamics of the peer reference group in the context of health, interpersonal relations and lifestyle choice were the subjects of this study. Its first stage (of two) employed a case study of a single metropolitan senior high school in Australia. Adolescent peer groups at Grade 10 (14- and 15-year-olds) were the subject of intensive study. Data were collected using semi-structured interviews, document analysis, and a limited amount of non-participant observation. Transcribed interviews and other documents were subjected to analysis using open coding (i.e., coding for as many categories or abstractions of the phenomena under consideration, observed in the data, that might fit the data) and memo writing. A taxonomic representation of the nodes resulting from the fracturing and indexing of the data appears as Appendix One. Preliminary findings from Stage One of this study as discussed, as well as theoretical frameworks which may- or may not be useful in the analysis and interpretation of those findings. The paper asserts that adolescent frames, values-sets and language are needed in order to gain access to the adolescent subculture, and from this perspective to reveal the world viewed within the social realities that adolescents confront on a daily basis. Contains 36 references. (TS)

ED 396 217   CG 027 134

Nowlin, James; Yazak, Daniel L.
Differences in Perception of Classroom Teaching Experience for School Counselor Certification Requirements in Montana.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Certification; Counselor Characteristics; *Counselor Qualifications; *Counselor Training; Elementary Secondary Education; School Counseling; *School Counselors; School Personnel; *Teaching Experience
IDENTIFIERS- *Montana

Counselor educators and practitioners have debated the necessity of classroom teaching prior to becoming a school counselor. This research seeks to add to the discussion by presenting the perspective of practicing school counselors and administrators in Montana. Additionally, the study was conducted following a Montana Office of Public Instruction decision not to require classroom experience for purposes of school counselor certification. Administrators and counselors were asked to rank

ED 396 237   CS 012 459

Ruschko, Alexandra Katharina
Attention Deficit Hyperactivity Disorder and Reading.
PUB DATE- May 96
NOTE- 147p.; Education Specialist Research Project, Bowling Green State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; *Attention Deficit Disorders; *Behavior Disorders; Cognitive Style; Elementary Education; Foreign Countries; *Hyperactivity; *Reading Achievement; Sex Differences; Teacher Attitudes
IDENTIFIERS- *Austria; Teacher Surveys

A study investigated the severity of attention deficit hyperactivity disorder (ADHD) in Austrian elementary classrooms and evaluated how teachers help their students when they encounter ADHD related symptoms. Subjects were 37 Austrian elementary teachers and their 750 students. Participating teachers completed the survey by reporting their students' behaviors and listing ideas of how they help their students who show severe ADHD behaviors. Results indicated that (1) students who exhibited ADHD symptoms showed more difficulties in reading than their non-ADHD peers; (2) boys appeared to show more ADHD behavior than their female peers; (3) 7 behaviors were found among 20% or more of the students at the severity level; (4) talking to the students individually or in groups was among the main suggestions; and (5) teachers stressed the importance of viewing each student's learning style as unique by recommending individual instruction and assigning students to instructional activities they are really able to handle. Findings suggest that ADHD behavior occurs in alarming percentages among Austrian elementary students, and that participating teachers had a high agreement of how to help with attention deficit problems most effectively. (Contains 56 references, 15 tables, and 5 figures of data. Appendixes present diagnostic criteria, survey instruments, and additional data.) (Author/RS)

ED 396 238   CS 012 471

Dedze, Indra
Instructional Strategies in the IEA Reading Literacy Study: The Case of Latvia.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Foreign Countries; Grade 3; Grade 8; *Instructional Effectiveness; Junior High Schools; Primary Education; *Reading Achievement; *Reading Instruction; Student Attitudes; Teacher Attitudes; *Teaching Conditions
IDENTIFIERS- *International Assn Evaluation Educ Achievement; *Latvia; Teaching Research

An exploratory study examined the influence of teaching conditions and instructional strategies on student reading performance in Latvia and compared influences to those in other

ED 396 258 CS 012 499

Britton, Bruce K.; And Others
Improving Instructional Text: Tests of Two Revision Methods. Reading Research Report No. 58.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; High Schools; *Instructional Effectiveness; *Instructional Improvement; Reading Research; *Revision (Written Composition); *Science Instruction; Textbook Research; Text Structure
IDENTIFIERS- Text Factors; University of Georgia

A series of four studies tested two methods of revising instructional text to improve students' learning from it. In one method, the revisions untangled the "cognitive knots" in the text; in the second method, the revisions highlighted the "point" of the text. Subjects for the various studies were 40 students in an intact high school biology class (study 1); 30 ninth-grade students in English and History and 29 college freshmen (study 2); 41 college students (study 3); and 12 students from the same population used in studies 1-3 and 5 professors from the University of Georgia (study 4). Both methods were tested by giving original, naturally occurring textbook excerpts to one group of students and the revised versions to a separate group, and then giving the same tests of learning to both groups. In all cases, the groups who read the revised version got significantly higher scores on the test than those who read the original version. Findings suggest that the revision techniques were effective in increasing learning. (Contains nine tables of data. Appendixes provide a pair of texts for the "cognitive knots" study, texts used in experiment 2, and instructions for experiment 3.) (Author/RS)

ED 396 259 CS 012 500

Glynn, Shawn M.
Effects of Instruction To Generate Analogies on Students' Recall of Science Text. Reading Research Report No. 60.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; Junior High Schools; Middle Schools; Reading Research; *Recall (Psychology); *Science Instruction; *Scientific Concepts; Study Skills
IDENTIFIERS- *Analogies; Text Factors

A study examined the role that instructions to generate analogies can play when 56 middle-school eighth-grade and seventh-grade students learn a science textbook unit. The target concept on the unit was the cell and the key features of the concept were the cell parts and their functions. Prior to studying the unit on the cell, the students received a study guide, encouraging them to read carefully in preparation for a test on the unit. The study guide explained that the test would require the students to explain, in writing, the cell to another

ED 396 279   CS 012 527

Homeside Activities--Grade 1.
PUB DATE- 95
NOTE- 106p.; For activities for grades K-5, see CS 012 526-531.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Educational Games; *Grade 1; Language Arts; *Learning Activities; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; *Thinking Skills
IDENTIFIERS- Communication Context; *Learning Environment

Providing a low-key, nonthreatening way for teachers and parents to build partnerships for kids, this book presents short, concrete activities in English and Spanish to foster communication between teachers and parents and between parents and children. While the activities in the book are designed for grade 1, none of the activities have grade-specific references; they can also be used in mixed-grade and ungraded classrooms. The activities in the book make it easy for parents to contribute a "homeside" to their children's schoolside learning. The activities in the book are introduced once or twice a month in class, completed at home, and then incorporated into a follow-up classroom activity or discussion. Typically these 15- to 20-minute activities in the book are reciprocal parent-child interviews or opportunities to share experiences and opinions. The book begins with a description of "homeside activities" and their benefits, guidelines for teachers, and a letter to parents. The 18 teacher pages and activities in the book are on topics such as starting school, the alphabet game, the sorting game, talking pictures, snowflakes, and accomplishments. (RS)

ED 396 280   CS 012 528

Homeside Activities--Grade 2.
PUB DATE- 95
NOTE- 106p.; For activities for grades K-5, see CS 012 526-531.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Family History; Friendship; *Grade 2; Holidays; Language Arts; *Learning Activities; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Science Activities; *Thinking Skills
IDENTIFIERS- Communication Context; *Learning Environment

Providing a low-key, nonthreatening way for teachers and parents to build partnerships for kids, this book presents short, concrete activities in English and Spanish to foster communication between teachers and parents and between parents and children. While the activities in the book are designed for grade 2, none of the activities have grade-specific references; they can also be used in mixed-grade and ungraded classrooms. The activities in the book make it easy for parents to contribute a "homeside" to their children's schoolside learning. The activities in the book are introduced once or twice a month in class, completed at home, and then incorporated into a follow-up classroom activity or discussion. Typically these 15- to 20-minute activities in the book ar

ED 396 301 CS 215 334

Mason, Harriet
The Power of Storytelling: A Step-by-Step Guide to Dramatic Learning in K-12.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Characterization; *Class Activities; *Creative Dramatics; Elementary Secondary Education; Integrated Activities; *Learning Activities; *Story Telling; Whole Language Approach
IDENTIFIERS- Language across the Curriculum; Oral Communication across the Curriculum; *Story Telling by Children

Illustrating how dramatic storytelling can be used in the school or classroom, this book gives step-by-step guidelines for learning to tell stories and for teaching storytelling to students. The book provides more than 100 lesson-related whole language activities that can be used across the curriculum. The book also provides many examples and original stories that were generated by using these activities. Tables of grade-level guidelines are provided at the end of each chapter. Chapter 1, "Introduction: Storytelling across the Curriculum," gives many suggestions with examples for using storytelling in the classroom. Chapter 2, "Telling and Generating Stories," provides helpful information about telling stories and teaching storytelling. Chapter 3, "Integrating the Arts into Storytelling," includes activities and examples of the ways that storytelling can be used with the literary, visual, music, and movement arts. Chapter 4, "Working with Story Lines," presents lesson-related activities that teach the basics of storytelling and creative dramatics. Chapter 5, "Description and Characterization," includes activities that teach how to enrich and expand stories and creative dramatics through the use of description and point of view. Contains 27 references. A 33-item glossary, and simplified and detailed character description forms are attached. (RS)

ED 396 302 CS 215 337

Carico, Kathleen M.
Responses of Four Adolescent Females to Adolescent Fiction with Strong Female Characters.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Ethnography; *Females; Interpersonal Communication; Junior High Schools; *Literature Appreciation; Middle Schools; Participant Observation; *Reader Response; *Reader Text Relationship; Reading Research; *Teacher Role; Womens Education
IDENTIFIERS- Aesthetic Reading; *Discourse Communities; Middle School Students; *Response to Literature

A study examined the effects of a reader response approach to literature in which literature is viewed as a medium for

ED 396 321 CS 215 372

National Storytelling Directory and Guidebook, 1996.
PUB DATE- 95
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Classroom Communication; Continuing Education; *Creative Activities; *Cultural Enrichment; Elementary Secondary Education; *Enrichment Activities; Internet; Resource Materials; *Story Telling
IDENTIFIERS- *Oral Learning; Oral Literature

Designed to be the most complete guide to storytelling in the United States, this guide includes hundreds of detailed listings, organized by category and state. The guide contains listings of: (1) more than 600 storytellers from throughout the United States and several foreign countries; (2) nearly 200 organizations; (3) more than 220 events; (4) almost 140 educational opportunities, many offering college credit or continuing education units; (5) scores of periodicals; and (6) dozens of production companies and broadcast programmers. The guide also features storyteller-tested information on using storytelling to encourage healing, tap into spirituality, foster values, teach tolerance, and enliven classroom discussion. It also includes an article that guides the reader to storytelling sites on the Internet. The guide is an ideal resource for teachers, librarians, event planners, recreation directors, youth leaders, and parents. (NKA)

ED 396 322 CS 215 373

Thomas-Vallens, Mary
A Literature Unit for "Dragon's Gate" by Laurence Yep.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Chinese Americans; Class Activities; Cooperative Learning; Critical Thinking; *Cultural Differences; *Culture Conflict; Intermediate Grades; Junior High Schools; *Literature Appreciation; Middle Schools; *Multicultural Education; Student Projects; Units of Study
IDENTIFIERS- *Dragons Gate; Historical Background; *Response to Literature

Intended as a an aid to classroom teachers, this 52-page handbook presents a literature unit based on the children and young people's book, "Dragon's Gate" by Laurence Yep. It begins with sample lesson plans, pre-reading activities, author information, a book summary, vocabulary lists and suggested vocabulary activities. Next, chapters of "Dragon's Gate" are grouped for study into 5 sections. Each section includes quizzes, hands-on projects, cooperative learning activities, cross-curricular connections, and extensions into the reader's own life. Finally, the handbook offers culminating activities, unit test options, a bibliography of related reading, and an answer key. (SR)

ED 396 323 CS 215 374

ED 396 341 CS 509 260

Dixon, Neill; And Others
Learning with Readers Theatre. Building Connections Series.
PUB DATE- 96
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acting; *Classroom Techniques; Elementary Education; Junior High Schools; *Learning Activities; Oral Interpretation; Production Techniques; *Readers Theater; *Scripts; *Story Telling; Student Evaluation
IDENTIFIERS- *Drama in Education

Suggesting that Readers Theatre is a simple, effective, and risk-free way to get K-8 children reading, this book provides strategies, organizers, and scripts that can be used as is or as models for readers' own scripts. The book provides ideas for planning and organizing Readers Theatre; oral interpretation; connecting Readers Theatre to storytelling; writing scripts--both original and adapted; staging and blocking; cross-curricular connections; integrating, and involving children in assessment and evaluation; and inviting, including, and informing others (parents, colleagues, school administrators, and community members). After an introduction, chapters in the book are: (1) Articulating Our Beliefs; (2) Getting Started with Readers Theatre; (3) Oral Interpretation; (4) Storytelling; (5) Writing Scripts; (6) Staging; (7) Connecting Curriculum with Readers Theatre; (8) Evaluation; (9) Inviting, Including, Informing Others; and (10) Questions and Answers. Contains 27 references. Appendixes present reproducible masters and scripts. (RS)

ED 396 342 CS 509 275

Heinz, Bettina
Plan Modification: An Examination of Cognitive Planning Theory.
PUB DATE- May 96
NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (46th, Chicago, IL, May 23-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; Communication Research; Higher Education; *Planning; Problem Solving; *Task Analysis; Undergraduate Students

Strategic communication scholars agree that planning is critical to human action. An investigation tested plan modification aspects of cognitive planning theory. Two experiments tested whether success and failure of a plan served as predictors of plan modification and whether individuals can accurately predict whether and how they will modify a plan in a subsequent interaction. Twenty participants (communication students at a midwestern university) tried to reach an interactional goal with one interaction, then assessed their success and predicted future plans for a similar interaction. Participants then again tried to reach the same interactional goal. Results indicated that success and failure may influence predicted, but not actual modifications of a plan. Most participants modified

ED 396 361 EA 027 418

Brunner, C. Cryss
Developing Women Leaders: The Art of "Stalking" the Superintendency.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, March 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; Females; *Feminism; Interprofessional Relationship; Leadership Qualities; *Leadership Styles; Metaphors; *Superintendents; *Women Administrators

This paper uses the seven principles of "stalking," the cultural wisdom for training Yaqui Indian warriors as described by Carlos Castenada, as a framework for organizing insights shared by successful women superintendents. "Stalking" is a metaphor for the process through which women seek success as superintendents. The research used a modified version of the reputational method (Hunter 1953) to locate 12 women superintendents from across the United States. Interviews were conducted with each superintendent and with two other administrators within each school district. In accordance with the seven principles of stalking, the administrators: (1) retained their gender identity; (2) set priorities to accommodate their work; (3) simplified their focus and demonstrated persistence; (4) were fearless risk-takers; (5) guarded their private selves; (6) used time efficiently; and (7) utilized collaborative power. The original principles for Yaqui warriors were: Choose the battleground; discard the unnecessary; aim for simplicity; fear nothing; retreat temporarily when faced with insurmountable odds; do not waste time; and never push oneself to the front. The paper also discusses how the interview process changed the researcher. (Contains 43 references.) (LMI)

ED 396 362 EA 027 499

Wirt, William; Glines, Don
The Great Lockout in America's Citizenship Plants: Past As Future. Supplemental Edition. Educational Futures Trilogy Series.
PUB DATE- 95
NOTE- 118p.; For other volumes in the series, see EA 027 500-501.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Schools; Cooperative Learning; *Educational History; Educational Innovation; Educational Philosophy; Elementary Secondary Education; Experimental Curriculum; *Extended School Day; *Extended School Year; Lifelong Learning; *Nontraditional Education; *School Organization; School Schedules
IDENTIFIERS- *Wirt (William A)

Early in the 20th century, education reformers were calling for new approaches to meet the demands of that era. "The Great Lockout" was written by William Wirt in 1937 to describe the radical Platoon Work-Study-Play Schools that flourished in

ED 396 382 EA 027 606

Schmitt, Donna M.; Tracy, Jaclynn C.
Gaining Support for Your School: Strategies for Community Involvement. Roadmaps to Success: The Practicing Administrator's Leadership Series.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Change Strategies; Community Cooperation; *Community Involvement; *Community Relations; Community Support; *Educational Administration; Elementary Secondary Education; Parent Participation; Public Relations; Public Support; *School Community Relationship; School Role

This book offers a six-step process for eliciting broader community involvement with schools in order to improve students' educational environment. The need for changing traditional practices is discussed in chapter 1, which describes various ways to ensure equity and access while also rebuilding public confidence and support for schools. Chapter 2 examines a structure for community involvement that begins with new understandings and commitments on the part of governing boards. It identifies six components that can serve as a guide for action plans to move from confrontation to collaboration. These six components are: (1) enhancement of K-12 curriculum; (2) expanded use of community facilities; (3) additional learning opportunities for youth; (4) lifelong learning for adults; (5) delivery and coordination of community services; and (6) community involvement in decision making. The third chapter reviews specific programs that describe the community's new role and involvement in schools, including volunteer programs, school-community partnerships, community service learning, school-to-work programs, and full-service schools. Chapter 4 evaluates specific programs that describe the school's new role and involvement in the community, including supplemental academic, enrichment, and recreation programs for children and adults. The fifth chapter presents school leaders with the call to action necessary for successful school-community involvement in the future. It offers guidelines for strategies to implement enhanced school-community relations and some specific applications. (Contains an annotated bibliography and 25 references.) (LMI)

ED 396 383 EA 027 607

Pango, Ylli
Secondary Education in Albania. Guide to Secondary Education in Europe Series.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Economic Impact; Educational Finance; *Educational Resources; Foreign Countries; Governance; Higher Education; Politics of Education; Postsecondary Education; *School Restructuring; *Secondary Education; Vocational Education
IDENTIFIERS- *Albania

ED 396 403 EA 027 629

Gregory, Leonard L.; Freeman, Lucille M.
Paradigm Shift: The Forgotten Prerequisite for Change.
PUB DATE- 6 Oct 95
NOTE- 11p.; Paper presented at the Annual Meeting of the National Rural Education Association (Salt Lake City, UT, October 4-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bureaucracy; Educational Change; Educational Objectives; Elementary Secondary Education; Resistance to Change; Role of Education; *School Organization; *School Restructuring; Social Control; Traditional Schools
IDENTIFIERS- *Paradigm Shifts

This paper argues that the "old paradigm" in education is a collection of assumptions, beliefs, and values that underlie the workings of present-day schools. The old paradigm is based on the notion of education as a meritocratic enterprise, institutional rationality, the positivist approach to truth, commitment to efficiency, and schooling for the status quo. School restructuring has not occurred, because the dominant "business-as-usual" paradigm around which the school is organized is so strong any new program model eventually adopts the characteristic of the school organization that is in place. The bureaucratic ways in which schools are managed and organized constrain restructuring and serve a sorting function. The middle school concept and authentic assessment are examples of innovative models that disappeared from the school system because they were incorporated by the old paradigm. (LMI)

ED 396 404 EA 027 630

Peters, William H.; And Others
To Train or Not To Train: Implications from Case studies on Factors Affecting the Accelerated Schools Process.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Change; Educational Environment; Elementary Secondary Education; Organizational Change; *Organizational Climate; Professional Development; *Resistance to Change; *Staff Development
IDENTIFIERS- *Accelerated Schools

This paper describes two case studies that assessed the effects of staff training in schools participating in the accelerated schools model (Levin 1990). The model stresses the importance of total school-community involvement and shared decision making during all stages of the acceleration process. The two schools included a middle school (grades 7 and 8) and a junior high school (grades 5-8). Data were derived from two questionnaires completed by 27 teachers and administrators at the middle school and by 81 teachers and administrators at the junior high school, informal interviews, and observation. The unique characteristics at both school sites contributed to their failure to fully embrace the accelerated-schools model.

ED 396 424 EA 027 658

West, Anne; And Others
The Origins and Development of the European Community Educational Indicators Project.
PUB DATE- Sep 95
NOTE- 21p.; Paper presented at the European Conference on Educational Research (1st, Bath, England, September 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; *Educational Assessment; *Educational Quality; *Evaluation Criteria; Foreign Countries; International Cooperation; *International Educational Exchange; Performance; *Performance Factors
IDENTIFIERS- *European Community

This paper outlines the origins and development of the European Community Educational Indicators Project that began in 1992. It reviews past literature relating to the various definitions of an indicator that have been used and the conceptual models that have been adopted. A description of the objectives of the project is followed by an analysis of the information requirements of the European Commission in the areas of education and training. The relationship between the Organisation for Economic Cooperation and Development (OECD) Indicators of Education Systems (INES) Project and the Community Educational Indicators Project is examined, with reference to work in the field of educational indicators in selected member states of the European Union (EU). The paper also identifies the categories that provide the overarching framework for the proposed EU indicators. The appendix contains the proposed new indicators. (Contains 23 references.) (LMI)

ED 396 425 EA 027 659

Cooper, Delia; Goldman, Paul
Administrative Challenges of Integrating Special Needs Learners: A Look at Four B.C. Schools.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; Foreign Countries; *Inclusive Schools; Primary Education; *Regular and Special Education Relationship; School Schedules; Special Education; *Special Needs Students; *Teacher Attitudes; *Time Management
IDENTIFIERS- Coquitlam School District BC

British Columbia's Year 2000 Program mandated the inclusion of all children into their neighborhood schools, thereby requiring each school to provide all special-education services for students who need them. This paper presents findings of a study that assessed the impact of the mandate on instructional programs in four suburban Vancouver elementary schools. Interviews were conducted with 27 classroom teachers and 4 special-education teachers at the primary-grade level, who also completed a survey checklist. The most significant finding was that teachers lacked whole-class time and that special services intruded to a high degree into the regular classroom day. This scheduling conflict was due to an increase in needed student services and in the proportions of students served. The findings do not single out special-needs or mainstreamed

ED 396 443 EA 027 684

Alibrandi, Marsha
Redefining Region: Social Construction in a Regional Watershed Education Partnership.
PUB DATE- Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Cognitive Processes; *Educational Cooperation; Elementary Secondary Education; Geographic Regions; *Partnerships in Education; Physical Divisions (Geographic); *Political Divisions (Geographic); *Regional Cooperation
IDENTIFIERS- *Social Constructivism; *Social Ecology

What constitutes a region? In what ways do people define or construct the regions in which they live and work? This paper presents findings of a case study of a regional watershed partnership that examined the social ecological processes of social construction-in-action. The study sought to examine how a major watershed's educators collaborated to coconstruct a regional partnership and to determine whether these processes reflected a broader social construction of "watershed-as-region." If so, that would mean that collaborative efforts among regional partners had established a greater sense of coherence than other existing constructs, either political or spatial. The study spanned an 18-month period, tracing conceptual changes in individual participants' perspectives about region and partnership. The social constructs of "watershed" and "partnership" were examined through participant observation, two sets of interviews with each of the eight participants, and analysis of participants' geographic representations. Participants were asked during the interviews to produce graphic representations, or sketch maps, of the partnership. The findings indicate that cognitive representations of watershed region are influenced by persistent political boundaries and that the tension between natural and political boundaries remained even while collaborative efforts were in process. However, no organization or individual dominated the partnership process. Ten figures and two tables are included. (Contains 59 references.) (LMI)

ED 396 444 EA 027 685

Buchwald, Claire
The Balancing Act of Team Curriculum Creation.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Planning; Curriculum Development; Discourse Analysis; Educational Cooperation; Elementary Education; Interaction; Interaction Process Analysis; Interprofessional Relationship; School Activities; *Team Teaching; *Team Training

ED 396 464 EC 304 843

Hughes, Carolyn; And Others
Peer Tutor Handbook. A Curriculum for High School Students Serving as Peer Tutors to Students with Special Needs.
SPONS. AGENCY- Tennessee Developmental Disabilities Council.
PUB DATE- 95
NOTE- 142p.; Some pages have small, light print and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; *Helping Relationship; High Schools; High School Students; Peer Relationship; *Peer Teaching; Role Models; *Secondary School Curriculum; *Special Needs Students; *Tutorial Programs

This curriculum is designed for a high school course in which nondisabled students receive training and act as peer tutors and role models for peers with special needs for one class period each day. An introductory course description covers peer tutor qualifications and requirements, examples of activities with peers, and benefits to peer tutors. A section on the tutor's role offers guidelines on motivation, the tutorial relationship, techniques of tutoring, setting goals, and suggestions for getting to know the tutee. The next section offers ideas and an activity for training peer tutors. A section of course-related forms includes tutor schedule forms, the record of tutor experiences, tutor evaluation forms, and observation schedules. The following section introduces special education services and covers such topics as current trends, legislation, definitions of key terms, discipline, and misconceptions about individuals with disabilities. The subsequent six sections each address a specific disability area with a variety of materials which include a general information fact sheet, a list of common misconceptions, a sample case study, and relevant article reprints. The six disabilities include: (1) mental retardation, (2) learning disabilities, (3) visual impairments, (4) hearing impairments, (5) speech and language disorders, and (6) autism. (Contains a total of 70 references.) (DB)

ED 396 465 EC 304 844

Computers, Technology, and People with Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computer Oriented Programs; Computer Uses in Education; *Disabilities; Federal Legislation; Microcomputers

This brochure presents an overview of adaptive computing technology and how it can help people with disabilities participate more fully in society. It defines key terms (such as "disability" and "access barriers") and briefly summarizes provisions of major laws: the Americans with Disabilities Act of 1990, the Technology-Related Assistance Act, and the Vocational Rehabilitation Act of 1973. It then describes typical functional limitations of people with specific

ED 396 483 EC 304 863

McGrew, Kevin S.; And Others
Matching Information in National Data Collection Programs to a Model of Post-School Outcomes and Indicators. Technical Report 17.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Adults; Comparative Analysis; *Data Collection; *Disabilities; Educational Assessment; *Educational Objectives; Models; *National Programs; *Outcomes of Education; Postsecondary Education
IDENTIFIERS- National Center on Educational Outcomes; National Standards; Performance Indicators

This investigation mapped the correspondence between indicators at the post-school level included in the comprehensive system of educational outcomes and indicators developed by the National Center for Educational Outcomes (NCEO) and indicators included in select national data collection programs. The NCEO model articulates outcomes and indicators seen as appropriate for all students, including students with disabilities. The study found that approximately one-half of important post-school outcomes for all students are represented in 10 national data collection programs. On the average, there was less than one national data collection program represented per outcome indicator. Post-school outcome indicators for students with disabilities were less available than those found at the school completion level. Recommendations are provided to revise national data collection programs in order to produce useful policy-relevant information regarding post-school completion outcomes for students with disabilities. They are: attention needs to be directed to the development of indicators in all NCEO post-school outcome domains; the NCEO conceptual model of outcomes should be reviewed for ideas on new outcomes or indicators to include in ongoing or future national studies; individuals and organizations developing instrumentation for national data collection programs should review the instruments and methodology reports of the National Longitudinal Transition Study of Special Education (NLTS) for ideas on how to develop strategies for measuring outcomes for all students. The following data collection programs were evaluated: (1) NLTS; (2) National Adult Literacy Survey; (3) National Household Education Survey; (4) National Health Interview Survey; (5) National Survey of Family Growth; (6) National Crime Survey; (7) Current Population Survey; (8) National Household Survey on Drug Abuse; (9) Monitoring the Future; and (10) National Longitudinal Alcohol Epidemiologic Survey. Figures and tables present the NCEO model and the mapping of outcomes/indicators with the data collection programs. (Contains 26 references.) (DB)

ED 396 484 EC 304 864

Richardson, Rita C.
Discipline and the Chronically Ill Child: What Are the Management Strategies To Promote Positive Patient Outcomes?
PUB DATE- 96
NOTE- 29p.

ED 396 502 EC 304 884

Winebrenner, Susan
Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use To Challenge and Motivate Struggling Students.
PUB DATE- 96
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Classroom Environment; *Classroom Techniques; Cognitive Style; Educational Methods; Educational Principles; Elementary Secondary Education; *Inclusive Schools; *Learning Disabilities; *Learning Problems; *Learning Processes; Mainstreaming; Parent Participation; Reading Instruction; Slow Learners; Social Integration; Student Evaluation; Student Participation; *Teaching Methods; Writing Instruction

This book offers principles and practical suggestions for effectively teaching students with a variety of learning difficulties in the regular classroom. Chapter 1 contains tips for helping all students feel welcome in the classroom and Chapter 2 suggests ways to get all students involved in all learning activities. Chapter 3 describes categories of students with learning difficulties (learning disabilities, behavior disorders, emotional disturbances, substance exposure, and hearing and visual impairments). Chapter 4 focuses on matching teaching to individual student learning styles while Chapter 5 presents "state of the art" ideas about the learning process. Chapters 6 through 8 suggest a variety of methods to improve reading and writing, compatible with methods teachers may be currently using. Chapters 9 and 10 focus on learning in the content areas including science, social studies, and mathematics. Chapter 11 describes several alternative methods of assessing student learning. Chapter 12 addresses behavior issues and Chapter 13 offers suggestions for involving parents as part of the learning team. Each chapter also includes answers to frequently asked questions. An appendix lists sources of additional information and materials. (Individual chapters contain references.) (DB)

ED 396 503 EC 304 885

Loope, Charlene H.
Academic Library Services for Students with Disabilities: A Survey at the University of South Carolina.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Attention Deficit Disorders; *College Libraries; College Students; *Disabilities; Electronic Equipment; Higher Education; Interviews; Learning Disabilities; Needs Assessment; *Participant Satisfaction; Physical Disabilities; Special Health Problems; Student Attitudes; *Student Needs; Student Personnel Services; Student Surveys;

ED 396 523 FL 023 854

Journal of Accelerative Learning and Teaching, 1995.
PUB DATE- 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Book Reviews; Classroom Techniques; *Cognitive Processes; College Second Language Programs; Course Descriptions; Educational Strategies; Foreign Countries; French; Higher Education; Instructional Effectiveness; *Learning Processes; Memory; Program Descriptions; Second Language Instruction; *Second Languages
IDENTIFIERS- Russia

Issues 1 and 2 (combined) of the 1995 journal contain these articles: "Accelerated Learning in a Beginning College-Level French Class at the University of Houston" (Patrice Caux); "The Psychobiology of Learning and Memory" (Don Schuster); "Do the Seeds of Accelerated Language Learning and Teaching Lie in a Behavioral Carrier Wave?" (R. M. Dunham, J. S. Kidwell, P. R. Portes); and "Cognitive Skills Training Improves Listening and Visual Memory for Academic and Career Success" (Jan Erland). Issues 3 and 4 (also combined) contain: "Course Structure for the Accelerative Teaching of French at the Technical Higher Education Institute in Kiev" (Galina Ter-Saakyants); "Integrative/Accelerative Learning as the Practice of Freedom" (Robin M. Smith); and "From TPR, NA, and SALT to ACT: Effective Language Acquisition, American Style" (Jane Bancroft). A book review is included, and tables of contents and cumulative author and topic indexes for volumes 11-20 of the journal are appended. (MSE)

ED 396 524 FL 023 855

Lems, Kristin
For a Song: Music across the ESL Curriculum.
PUB DATE- Mar 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Strategies; *English (Second Language); Instructional Materials; *Language Skills; *Media Selection; *Music Activities; *Popular Culture; Second Language Instruction; Skill Development; *Songs
IDENTIFIERS- *Instrumental Music

This paper in the form of an outline addresses the use of songs and instrumental music throughout the English-as-a-Second-Language (ESL) curriculum. The rationale for using music in general, and specifically using popular songs and instrumental music, are noted. Criteria for selection of music for classroom use are listed, and a taxonomy is offered of classroom techniques for using music. Activities are classified by the skill or skills they address: listening comprehension; reading comprehension; pronunciation/speaking practice; writing practice; culture-based activities; and grammar. Uses of instrumental music and music as a content area are addressed separately. Samples of appropriate music are offered (texts women in different parts of the country who seek training. Chapters include: "Displaced Homemakers in the Employment and Training (ET) System" (Miller); "Employment Services for Teenage Mothers" (Polit); "Women and Public Service Employment: Case Study in Connecticut" (Durbin, O'Brien); "Office Automation Training: An Empowerment Approach" (Greenbaum, Watson); "Supporting Women's Self-Employment: A New Training Option" (Gould et al.); and "Training Women for Jobs in Rural Economies: A Southern Experience" (Lilly). Part 3 reports on the state of knowledge in the field of training in nontraditional occupations. Chapters include: "Apprenticeship: A Route to the High-Paying Skilled Trades for Women?" (Glover); "Physical Training as a Strategy for Integrating Municipal Uniformed Services" (Chertos, Phillips); "Expanding Occupational Choices in Michigan's Secondary Vocational Education" (Giese); and "Nontraditional Training for Women: Effective Programs, Structural Barriers, and Political Hurdles" (Haignere, Steinberg). Chapters in Part 4 take perspectives that generally agree with the notion that women's participation in education, training, and employment programs is a route to self-sufficiency: "Work Programs for Welfare Recipients" (Gueron); "Job Search Strategies for Women on Welfare" (Goldman); "Work, Training, and Welfare Reform in Massachusetts: The ET Choices Program" (Werner); and "Denying Independence: Barriers to the Education of Women on AFDC (Aid to Families with Dependent Children)" (Gittell, Moore). The two chapters in Part 5 focus on the relation between public employment and training policy and the private labor market: "Management Training Strategies in High Tech Electronics" (Goldstein) and "New Directions for Employment Policy" (Osterman). Contributors' biographies and an index are appended. (YLB)

ED 396 066   CE 070 114

McCarthy, John
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in Ireland. Case Studies: Rural Disadvantaged Youth. National Report.
PUB DATE- Oct 93
NOTE- 70p.; For related documents, see CE 070 115-121 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Counseling; Case Studies; *Counseling Services; Counseling Techniques; *Disadvantaged Youth; Economically Disadvantaged; Educational Needs; Education Work Relationship; Foreign Countries; Literature Reviews; National Surveys; Needs Assessment; Program Improvement; *Rural Areas; Socioeconomic Status; *Vocational Education; Young Adults; *Youth Opportunities
IDENTIFIERS- *Ireland

A study examined the socioeconomic status of Irish youth, the vocational counseling services available to them, and the specific vocational counseling needs of disadvantaged youth in the rural Irish communities of North Mayo and North-West Connemara. It was discovered that the average rural disadvantaged Irish youth is an unemployed single male dropout who lives with his parents, receives social welfare, and has received little/no vocational counseling in or outside of school. Appropriate vocational training with a high quality guidance component was deemed one way of improving rural Irish youths' chances of finding employment and thereby improving

Analysis; *Workplace Literacy
IDENTIFIERS- High Performance Work Organizations; Temporary Employment

This policymakers' guide examines considerations in developing policies regarding the development and evaluation of workplace literacy programs for seven targeted worker groups that have been especially adversely affected by recent demographic and economic changes. Section 1 presents considerations and recommendations for developing workplace literacy programs targeted toward the following groups of workers: individuals requiring specialized skills training for high-performance workplaces; displaced manufacturing workers requiring retraining in service job skills; temporary and part-time workers; employees of small businesses; individuals in need of the training provided in general work force development programs; workers with little English proficiency; and individuals in nonexportable jobs. Each subsection includes a brief list of suggestions for further reading. Presented in section 2 are the following: list of indicators of likely program success, summary of research findings regarding constraints that can limit workplace literacy programs' effectiveness, and list of characteristics of effective workplace literacy programs. Section 3 begins with an overview of the current situation regarding support and funding for workplace literacy programs and summarizes policy suggestions for the following policymaker groups: federal and state governments, community educators, and businesses and unions. Contains 42 references. (MN)

ED 396 086   CE 070 663

Mikulecky, Larry; And Others
Key Issues for Workplace Literacy Educators.
SPONS. AGENCY- National Center on Adult Literacy, Philadelphia, PA.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Cooperation; *Educational Objectives; *Educational Practices; *Literacy Education; *Program Development; *Program Effectiveness; School Business Relationship; Student Evaluation; Teaching Methods; *Workplace Literacy

The research on workplace literacy programs during the past two decades has revealed a great deal about the requisites for successful workplace literacy programs. The following have been identified as characteristics of effective workplace literacy programs: active involvement by all project partners; employee involvement in the early stages of planning; systematic analysis of jobs and related literacy skills; linkage of instructional exercises and day-today work activities, provision of adequate practice time; and ongoing staff development. Including a mix of learner-centered and workplace-centered goals and providing adequate monetary, job-related, and learner support incentives have been demonstrated to be critical to ensuring employer and employee support of workplace literacy programs. A trend toward programs with less emphasis on improving the productivity of a particular workplace and more emphasis on providing general work force education has been established, and the importance of formulating reasonable program and learner goals and matching assessment to instruction has been documented. Studies have also confirmed lecture-oriented approach that involves treating adults as children and that is thus more consistent with unregenerate human nature than with the born-again nature of Christians. An emancipatory model of Christian adult education is needed that includes consideration for the principles of andragogy. Andragogy, the science of adult learning, is based on the belief that the ways in which adults and children learn differ from five standpoints: self-concept, life experience, readiness to learn, time perspective, and orientation to learning. Each component of andragogical philosophy holds important insights for adult Christian education. The works of Walter Ong, Malcolm Knowles, and Paulo Freire present an alternative, more participative modality through which educators and clergy can transmit theological processes and principles. A model process called a praxis cycle has been developed based on principles proposed by Ong, Knowles, and Freire and has been suggested as a model for delivering emancipatory education for Christian adults. According to the model, teachers/facilitators use dialogue to help students/disciples develop the competencies required to become biblically literate, critically conscious, and actively involved Christian citizens. (Contains 28 references.) (MN)

ED 396 105 CE 071 768

Job Training Partnership Act. Long-Term Earnings and Employment Outcomes. Report to Congressional Requesters.
PUB DATE- Mar 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Employment Level; *Employment Patterns; *Employment Programs; Federal Programs; Followup Studies; *Job Training; *Outcomes of Education; *Salary Wage Differentials; Sex Differences; Tables (Data); Wages; Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

The General Accounting Office (GAO) examined the long-term earnings and employment outcomes of Job Training Partnership Act (JTPA) programs. Data from the National JTPA Study and annual earnings records from the Social Security Administration were used to calculate the average earnings and employment rates of four target groups (adult men, adult women, male youths, and female youths) for 5 years after their acceptance into the study. Although the statistical analysis showed some positive effects of JTPA in the years immediately following training, JTPA failed to produce any significant effect on earnings or employment rates after 5 years. In some earlier years, adult men and women who received training had earnings or employment rates significantly higher than did their counterparts in the control group. By year 5, however, each of the four treatment groups had earnings and employment rates that were nominally higher than those of the control group. The higher earnings could not be attributed to JTPA rather than to chance alone, however, because none of the fifth-year differences was statistically significant. (Twenty tables/figures are included. Appended are the following: data sources and methodology; data and statistics for the report's figures; and comments from the Department of Labor and GAO.) (MN)

ED 396 106 CE 071 769

Marine Science Careers. A Sea Grant Guide to Ocean Opportunities.

Programs; High Schools; *Integrated Curriculum; Learning Disabilities; Mainstreaming; Outcomes of Education; Program Effectiveness; Program Implementation; Special Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Wisconsin

This handbook describes the processes and techniques used to develop, implement, and evaluate four integrated vocational and academic learning programs in Wisconsin that included students from special populations. The handbook contains seven chapters. Chapter 1 presents an overview of the project, including the request for proposal process and some of the positive outcomes and barriers faced during the implementation process. Chapters 2-5 provide specific information for each of the four projects: (1) Blue Hills Manufacturing Project---used solar-powered kilns to dry lumber for their student-run company; (2) Food for Thought--a "school within a school" that focuses on the integration of academic subject areas and the operation of an in-school breakfast program; (3) Water Quality Analysis Project--integrates a vocational course in natural resources with an advanced chemistry course by focusing on water quality issues; and (4) biotechnology integration project---integrates microbiology with English, mathematics, technology education, and business education. Chapter 6 discusses the team building process that was used with the Vocational Academic Learning Program teams, and chapter 7 summarizes the factors that contributed to the programs' success and the benefits and positive outcomes of vocational and academic integration. Samples of the documents used in the projects, such as schedules, memos, and curriculum, are included in the report. (KC)

ED 396 123 CE 071 807

Cassara, Beverly Benner
Reflections on My Career as an International Adult Educator.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Educators; *Black Education; Blacks; Educational Opportunities; Financial Support; Foreign Countries; *Global Approach; *International Educational Exchange; Personal Narratives; *Teacher Role
IDENTIFIERS- Africa; Peace Corps

This document is the personal narrative of a woman who has spent her career as an international adult educator. The narrative begins with the author's graduate studies in West Berlin in 1975, during which she researched the education and career pathways of professional women in West Berlin's universities. The remainder of the narrative is devoted to her teaching career at the University of the District of Columbia (UDC), a public university with a student body that is two-thirds Black. Special attention is paid to the author's efforts to develop and find financial support for international educational exchange programs that would allow UDC students to study abroad in various African countries, including Ghana, Kenya, Nairobi, Seychelles, and Tanzania. Also discussed are a master's-level international education exchange program that the author developed and that involved having students earn graduate-level credits while serving in the Peace Corps and simultaneously carrying out directed study, research, or internships in developing countries. The document concludes with a brief place in postcompulsory education and the implications of having an expanded and more diverse student population. Chapter 2 indicates that difficulty in obtaining a clear and reliable picture of student retention and withdrawal patterns is partly to do with problems of definitions. Chapter 3 considers procedures currently used by institutions for collecting student data and measuring and recording withdrawals. Chapter 4 offers research findings regarding noncompletion rates. Chapter 5 discusses variables that affect completion rates: type of course and learning mode, student characteristics, previous qualifications, and different student cohorts. Chapter 6 explores research and institutional evidence regarding reasons for noncompletion. Chapter 7 examines variations in reasons for withdrawal according to cohort differences, gender differences, age, and integration into the learning environment. Chapters 8-11 outline strategies for dealing with the most common causes of withdrawal and for improving retention rates: precourse contact and transition, ongoing support, academic support, and provision of student support services. Chapter 12 offers conclusions. (Contains 160 references. Three appendixes include the questionnaire used in an institutional survey, leaver codes, and a transition into higher education questionnaire.) (YLB)

ED 396 141   CE 071 872

Bolhuis, Sanneke
Towards Active and Selfdirected Learning. Preparing for Lifelong Learning, with Reference to Dutch Secondary Education.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Adult Education; *Educational Needs; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Independent Study; *Lifelong Learning; Student Motivation; Teaching Methods
IDENTIFIERS- *Netherlands

In order to have a democratic society, equal rights to education are assumed. A democratic society needs citizens who are willing and able to commit themselves to lifelong learning--self-directed individual learning as well as collective learning. Learning in real life, although different for various people, can be seen as encompassing five steps: orienting or preparing, making strategic decisions, executing learning activities, evaluating, and regulating the process of preparing, deciding, executing, and evaluating. The steps are not necessarily linear, however. Learning in school, however, is other-directed, structured, unmotivated, and often does not prepare students for learning in life. In order to prepare students for active and self-directed learning in life, teaching needs to become oriented toward self-management in learning, domain-specific knowledge building, and self-confidence in learning. Control must be shifted from teachers to learners. In the Netherlands, two large-scale innovations are taking place in which secondary schools are expected to increase the opportunities for active learning by students: one in the lower classes concerning a basic curriculum and one in

(090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Communications; Competence; Competency Based Education; Critical Thinking; Electric Circuits; Electromechanical Technology; *Electronic Technicians; Entry Workers; *Equipment Maintenance; Error Correction; Guides; Interpersonal Relationship; Job Analysis; *Job Skills; Lasers; Mathematics Skills; Occupational Information; Physics; Postsecondary Education; *Problem Solving; Reading Skills; Repair; Science Process Skills; Secondary Education; Teamwork; Technology Education; Troubleshooting; Work Attitudes; *Work Ethic
IDENTIFIERS- National Standards

This supplement to "Raising the Standard" details the knowledge and skills required to successfully achieve competence in each of the tasks identified in the standards manual. It is divided into five sections that correspond to the five skill categories for entry-level electronics technician: additional skills, desirable behavior and work habits, test equipment and tools, and technical skills. For each skill, these components are provided in a one-page format: occupation, proficiency area, skill, measurement criteria, and results. An index contains lists of all skills, which are divided into the five skill categories. (YLB)

ED 396 159 CE 071 917

Block, Karen K.
What Is Adult Learning? Course Design Issues in Educational Psychology.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; *Adult Learning; Adults; *Andragogy; Cognitive Style; College Curriculum; *Education Courses; Learning Theories; Lifelong Learning; Models; *Teaching Methods

Since "adult learning" is not a well-defined field, the content of any graduate course called "Adult Learning" could be fairly arbitrary. Moreover, when such a course is aimed at applied psychology and education students, learning outcomes such as problem-solving and applications are of utmost importance. Two major curricular topics--course content and learning outcomes--must be analyzed in order to determine how they are germane to adult learning courses. Discussion of learning outcomes shows that "principle application," the traditional objective of learning courses, is both too simple to follow and unlikely to be valid. A transition to a problem-solving or case approach is suggested. Models for course content can be based on the relative emphasis given learning versus development. Five models can be arranged along a continuum: (1) emphasis on learning types or theories; (2) emphasis on knowledge domains; (3) emphasis on settings/situations; (4) use of a nonstructural developmental approach; and (5) focus on acquisition of general structures or processes. In this content domain, curricular gaps, as well as knowledge needs generated by students of the domain, are important stimulants for research. For example, since students who take these courses are often at midlife, more research on this life stage is desired. (Contains 45 references.) (Author/KC) workers early in their unemployment spells and then accelerating their return to work by providing them with alternative, early intervention services. Three packages of services were tested: job search assistance (JSA), JSA combined with training or relocation assistance, and JSA combined with a cash bonus for early reemployment. Each treatment's cost-effectiveness was examined through a follow-up study examining long-run treatment impacts approximately 6 years after program participants had submitted their initial UI claims. The UI system was confirmed to be an effective means of early identification of displaced workers likely to experience long-run employment difficulties. All three treatments were found to result in jobs that were more stable than the jobs obtained by control group members. All three treatments afforded net benefits to claimants and society as a whole. (Twenty-eight tables/figures are included. Appended are a description of the samples used to estimate the profiling models and treatment/control group means. Also included is a brief report summarizing the demonstration findings and their policy implications. Contains 12 references.) (MN)

ED 396 178   CE 071 961

Elliott, Anne, Ed.; Williams, Patricia, Ed.
Isolating the Barriers and Strategies for Prevention: A Kit about Violence and Women's Education for Adult Educators and Adult Learners.
PUB DATE- 95
NOTE- 89p.; Funded by the Family Violence Prevention Division of Health Canada, UniTel Communications Inc., Consumer's Gas, and Warner-Lambert Canada Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Battered Women; *Change Strategies; Check Lists; Classroom Techniques; Coping; Correctional Education; *Educational Environment; Educational Needs; Emotional Abuse; Foreign Countries; Guidelines; Literacy Education; *Prevention; Resource Materials; Self Actualization; Teacher Student Relationship; *Violence; *Womens Education; Workshops
IDENTIFIERS- Canada; *Empowerment

This document, which is intended for adult educators, contains information learned during the course of pilot workshops on the connections between violence and women's education that were held in four areas of Canada (Pine Grove, Montreal, Toronto, and the Yukon). First, the pilot workshops and development/use of the document are discussed, and the activities and findings of each workshop are detailed. The barriers identified during the workshops are listed along with the various effects of violence that affect a woman's ability to learn, and selected groups of women who may face violence because of their life situation (disabled women, immigrant women, survivors of sexual abuse, and lesbians) are discussed. The personal experiences of nine women who have been victims of violence are related. The next section, which examines ways of creating a better learning environment, includes articles on the following topics: overcoming violence through writing; getting an education in prison; healing through adventure, reclaiming one's life after being victimized by violence; choosing a counselor, making learning safer and conducting a safety audit, and establishing relationships between students and teachers. Concluding the document are the following: workshop guidelines; woman's bill

Chapter 2 discusses self-esteem, what low self-esteem looks like, how self-esteem can be developed, and different ways that parents and teachers can promote it. The third section explores peer pressure, why kids are so vulnerable to it, and ways that adults can help children respond to such pressures. In the fourth chapter, the problem of bullying and its key characteristics are examined. Included here are descriptions of what bullies do and say and practical suggestions on how teachers and parents can help children face bullies. The last chapter outlines the benefits enjoyed by children who can cope with bullying, who can resist negative peer pressure, and who can react appropriately to conflict. Each chapter contains a vignette which describes the topic. Also included are numerous suggestions for classroom interventions. (RJM)

ED 396 197   CG 027 068

Russell, Todd T.; Russell, Debra K.
The Relationships between Childhood Depression, Perceptions of Family Functioning and Perceptions of Classroom Social Climate: Implications for School Counselors.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; *Classroom Environment; Counseling Services; *Depression (Psychology); *Educational Counseling; Elementary Education; Family Environment; *Family Influence; Family Problems; *Family Role; Group Experience; Group Membership; Low Achievement; Parent Child Relationship; Participant Characteristics; School Counseling; Social Behavior; *Student Attitudes; Student Behavior; Underachievement

This study investigated the relationships between children's levels of depression, their perceptions of their classroom social climate, and their perceptions of their families' functioning. The three self-report instruments employed were the Reynolds Child Depression Scale (RCDS), the relationship dimension of the Classroom Environment Scale (CES), and the Family Adaptability and Cohesion Evaluation Scale III (FACES-III). Children in the third through sixth grades (n=113) who had been referred for counseling services, in ten different elementary schools, were involved in this correlational investigation. The results indicate significant correlations between depression and family cohesion, family adaptability, the total score on family functioning, classroom involvement, classroom affiliation, and the relationships dimension of classroom social climate. Implications of these findings for school counselors include the importance of providing comprehensive treatment for the depressed child through family counseling and classroom-based interventions, in addition to traditional individual or small group counseling. (Contains 30 references.) (Author/TS)

ED 396 198   CG 027 087

Sayler, Michael F.
Differences in the Psychological Adjustment of Accelerated Eighth Grade Students.
PUB DATE- 12 Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English

their opinions as to whether or not classroom teaching was necessary, and, if so, how many years of teaching would be optimum. Results indicate that practicing school counselors are equally divided on the optimum teaching background required to become a school counselor: either 1-3 years or 4-7 years. School administrators reported that the ideal teaching background would be 4-7 years. The that the ideal teaching background would be four to seven years. The research suggests that longitudinal information is needed, thus necessitating additional information for documenting trends. Two tables present data. Contains 34 references. (Author/TS)

ED 396 218   CG 027 135

Housley, Patricia C.
The Use of Qualitative and Quantitative Measures in Program Evaluation: A Practical Example.
PUB DATE- 96
NOTE- 4p.; Paper prsented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bereavement; Children; *Counseling Techniques; Elementary Education; Family Counseling; Family Problems; *Grief; Group Counseling; Group Therapy; Hospices (Terminal Care); Program Effectiveness; *Program Evaluation; *Social Support Groups

One of the techniques frequently recommended for bereaved children is participation in grief support groups through schools or community agencies. The Bereavement Directors of two hospices in northern Colorado were interested in learning more of the effectiveness of the children's' grief groups which they were conducting. The final design of the evaluation involved traditional pre- and post-test measures with a treatment group and a control group. Over a period of 18 months, 20 children (7-11 years old) and their families participated in the treatment group, which involved completion of the pre- and post-test measures and attendance at an 8-week grief support group. A total of 14 children and their families were in the control group. Measures used with the children were the Death Concept Scale and the Piers Harris Self-Concept Scale; parents were asked to complete an information questionnaire and a child behavior checklist. Both children and parents participated in semistructured interviews. Responses in general indicated that participation in the groups was effective and beneficial. Participant responses to questions regarding their experiences in the grief support groups are summarized. (TS)

ED 396 219   CG 027 136

Davidow, Joseph R.
Techniques for Improving the Diagnostic Process.
PUB DATE- Mar 96
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Diagnostic Tests; *Educational Assessment;

countries. A representative sample of students was drawn from the International Association for the Evaluation of Educational Achievement (IEA) Reading Literacy Study in Latvia. Two age groups were examined: 9-year-old students at Grade 3 (Population A) and 14-year-old students at Grade 8 (Population B). Data consisted of reading test results and student, teacher, and school administrator questionnaires. Results indicated that (1) about half of the students were not satisfied with the treatment that they got from their teachers; (2) a positive correlation existed between achievement and class size for Population B; (3) teachers from Population A in Latvia gave a higher priority to skill aims (as did most teachers in low-achieving countries); (4) teachers from Population B in Latvia, as with most teachers for high-achieving countries, value the aims of developing students' interest in reading in combination with literature orientation; (5) encouraging students to read was the most frequently used teaching activity in Latvia; (6) no significant correlation existed between the hours of instruction in schools and student achievement; and (7) school headmasters reported that lack of student interest and insufficient class material were the most serious problems for teaching reading. Findings suggest that student reading achievement in Latvia is strongly determined by home resources, and student interest in schooling decreases from grade 3 to grade 8. (Contains 1 table and 7 figures of data.) (RS)

ED 396 239   CS 012 472

Sakari, Mary D.
Altering Trade Books To "Fit" Literature-Based Basals.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Childrens Literature; *Editing; Elementary Education; Foreign Countries; Readability; *Reading Instruction; Reading Materials; Reading Research; Story Reading; *Textbook Content; Textbook Research; *Text Structure
IDENTIFIERS- *Text Adaptation; Text Formatting; *Trade Books

A study examined 52 stories for grades 1-6, randomly chosen from 10 American and Canadian literature-based reading series containing well-known selections by well-known authors. The study compared the reading series selection to the original story cited in the series acknowledgments, seeking patterns of difference in wording, paragraph structure, and discourse. Results indicated that text differences and stubstantial changes in illustration and formatting affected the meaning of stories. Text changes including editing to correct, clarify, simplify, modernize, or remove stereotyping did not change meaning, but story retelling could cause losses of ethnicity, cultural and historical content, and original language pattern and language structure. Other changes in vocabulary, focus, and emphasis on mood, moral, or theme, and important events and details or characters cause a loss of the original literary experience itself. Format changes in presentation of illustrations and text also made picture books harder and novels easier to read. Findings suggest that basalizing is being done in a more subtle form through illustration and formatting than through language changes, and original meaning is lost or muddied through refocusing stories. (Contains 40 references.) (CR) (hypothetical) student who was unfamiliar with the cell. The students in the experimental group were additionally instructed to generate analogies when they studied and to include these analogies in their explanations; these students were also given an example analogy in their study guide. Results indicated that the students in the experimental group included more analogies in their explanations than the students in the control group. In addition, the students in the experimental groups tended to recall more cell parts and functions than the students in the control group, but these differences were not statistically significant. Findings suggest that analogy instructions have the potential to increase text recall, but instructions in future studies should be more extensive and incorporate multiple examples of analogies. (Contains 20 references and 4 tables of data.) (Author/RS)

ED 396 260 CS 012 502

Bibliography of Assessment Alternatives: Reading. Innovative Assessment. May 1996 Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Reading Achievement; *Reading Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment

This 138-item annotated bibliography of books, journal articles, papers, and computer disks represents the reading assessment portion of the Test Center lending library. Listed alphabetically by author, materials in the bibliography were published between 1984 and 1996. An index using a set of descriptors developed for this material is attached. (RS)

ED 396 261 CS 012 504

McCracken, Marlene J.; McCracken, Robert A.
Spelling through Phonics. Second Edition.
PUB DATE- 96
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Writing; Foreign Countries; Handwriting; *Phonics; Primary Education; *Spelling; *Spelling Instruction; Teaching Methods; Writing Evaluation
IDENTIFIERS- Phonemic Awareness; *Spelling Growth

In a new compact and easy-to-use edition, this book presents a program that provides students with a developmentally appropriate framework in which students become proficient spellers and at the same time develop as readers and writers. The book includes the original spelling instruction program; spelling dictation lists for grades 1 to 3; an explanation of phonemic awareness; detailed instructions on how to teach spelling; methods to organize children's practice of spelling reciprocal parent-child interviews or opportunities to share experiences and opinions. The book begins with a description of "homeside activities" and their benefits, guidelines for teachers, and a letter to parents. The 18 teacher pages and activities in the book are on topics such as a new school year, at-home science, family artifacts, holidays, childhood friends, recess, and school year memories. (RS)

ED 396 281 CS 012 529

Homeside Activities--Grade 3.
PUB DATE- 95
NOTE- 106p.; For activities for grades K-5, see CS 012 526-531.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Authors; *Class Activities; Classroom Environment; *Grade 3; Guidelines; *Learning Activities; Literature Appreciation; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Portfolios (Background Materials); Primary Education; *Thinking Skills
IDENTIFIERS- Communication Context; Heroes; *Learning Environment

Providing a low-key, nonthreatening way for teachers and parents to build partnerships for kids, this book presents short, concrete activities in English and Spanish to foster communication between teachers and parents and between parents and children. While the activities in the book are designed for grade 3, none of the activities have grade-specific references; they can also be used in mixed-grade and ungraded classrooms. The activities in the book make it easy for parents to contribute a "homeside" to their children's schoolside learning. The activities in the book are introduced once or twice a month in class, completed at home, and then incorporated into a follow-up classroom activity or discussion. Typically these 15- to 20-minute activities in the book are reciprocal parent-child interviews or opportunities to share experiences and opinions. The book begins with a description of "homeside activities" and their benefits, guidelines for teachers, and a letter to parents. The 18 teacher pages and activities in the book are on topics such as class guidelines, a treasure hunt, portfolios, heroes, favorite books, authors, and scrapbooks. (RS)

ED 396 282 CS 012 530

Homeside Activities--Grade 4.
PUB DATE- 95
NOTE- 106p.; For activities for grades K-5, see CS 012 526-531.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Family History; *Grade 4; Homework; Intermediate Grades; *Learning Activities; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Student Attitudes; *Thinking Skills
IDENTIFIERS- Communication Context; Heroes; *Learning Environment

Providing a low-key, nonthreatening way for teachers and parents to build partnerships for kids, this book presents short, concrete activities in English and Spanish to foster communication between teachers and parents and between parents and children. While the activities in the book are designed for grade 4, none of the activities have grade-specific references;

exploration and the effects of such an approach on a group of young women. Subjects of the study were four female middle school students, with the adult female researcher as participant observer. Books chosen for reading/discussion were "Roll of Thunder, Hear My Cry," (Mildred Taylor) and "Lyddie," (Katherine Paterson). Subjects met for 15 sessions to discuss the books' characters and later for further reflection. Analysis was organized as follows: reading as lived-through experience, reading as social encounter, reading as a literary event, conceptions of female characters, women as connected knowers, and the importance of talk. Information was then categorized as: (1) descriptions of the girls as readers/responders; (2) analysis of their patterns in group interactions; and (3) analysis of the issues that arose as a consequence of the social interactions among the participants. Results indicated that problems were encountered, including talking about others in negative ways, inappropriate language, and hurtful comments. These should be addressed in the classroom by keeping channels of communication open, including students in decisions about conversations, and taking an open look at power and privileges. Findings revealed that life experience mediates responses to literature and books evoke strong emotional responses and provide means for cognitive and emotional growth. Re-imagining literature and re-imagining teachers' roles can be an exploration leading to significant work in understanding. (Contains 16 references.) (CR)

ED 396 303   CS 215 341

Moutray, Carol L.
The Effect of A Genre Study of Humorous Material with Ambigious Language on Children's Writing.
PUB DATE- 9 Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ambiguity; Case Studies; *Childrens Literature; *Childrens Writing; Classroom Environment; Constructivism (Learning); Grade 3; *Humor; *Language Role; *Literary Genres; Personality Traits; Primary Education; Writing Evaluation; *Writing Processes; Writing Research; Writing Strategies
IDENTIFIERS- *Genre Studies; Writing Contexts

A study examined the influence of a humorous genre study on children's writing from writer's workshop and children's projects during a language arts period. The study explored the type of humor selected by children to assimilate into their writing and projects. Humorous material with ambiguous language was presented in multiple formats of print, visual, and auditory forms. Using a qualitative design with multiple case studies to represent exemplary children, 10 third grade students were chosen, based on factors affecting humor appreciation and comprehension: cognitive ability, gender, cultural backgrounds, and personality. Data sources included observations, children's writing, projects, and reflections. Results indicated that the children's expressions of humor were influenced by genre forms and topics and that inclusion of humor depended upon several contributing factors including cognitive ability, and assistance with, purpose in, and length of writing. The social context within the classroom fostered expression of humor. Results support the use of humor in the

Zbikowski, John; Collins, Jerre
Literature as the Laboratory of the Moral Life: Building Moral Communities through Literature Study.
PUB DATE- 11 Nov 94
NOTE- 37p.; Paper presented at the Annual Conference of the Association for Moral Education (20th, Banff, Alberta, Canada, November 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Reading; Ethical Instruction; Higher Education; Learning Strategies; *Literature Appreciation; *Moral Development; Moral Values; *Reader Response; *Reader Text Relationship; Secondary Education; *Student Development
IDENTIFIERS- *Aesthetic Reading; Historical Background; Moral Reasoning; Narrative Text

This paper discusses the concept of literature as a moral laboratory in which author and readers run complex thought experiments about human actions and their consequences. The paper warns that discussion of the role of literature in building moral character and moral communities needs to be based on a better understanding of what literature is and how it works. The paper states that reading literature can develop a sense of all that must be taken into account in forming complex moral judgments--with proper pedagogy, literary study helps readers develop this sense more consciously and deliberately, and situates this process within a larger dialogue about values. The paper points out that literature is potentially powerful in moral development because it mobilizes an affective response as well as a cognitive one. The paper suggests that teachers must emphasize both individual reader responses and group processes that model and foster community and offers techniques for helping readers focus attention on their own experiences in relation to their reading of particular texts. Some effective classroom techniques listed in the paper are: (1) using reading logs or response journals; (2) creating semantic maps; (3) dramatizing works; and (4) having students write narratives of their own experiences. The paper also suggests several generic prompts for teachers to use to encourage students in multilevel thinking and ideas for modeling how moral discourse takes place within a community of readers. Contains 56 references and 9 notes. (CR)

ED 396 324 CS 215 375

Strickland, James, Ed.; Kiernan, Henry, Ed.
English Leadership Quarterly, 1994.
PUB DATE- 94
NOTE- 69p.; For volume 17, see CS 215 376; for volume 15, see ED 365 988.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; *English Instruction; *English Teachers; Higher Education; *Professional Development; Secondary Education; Student Research; Teacher Behavior; *Teaching Methods; Whole Language Approach; Writing Assignments; Writing Teachers
IDENTIFIERS- Goals 2000

These 4 issues of the English Leadership Quarterly comprise volume 16, published during 1994. Articles in number 1 deal with practical advice, and include: "The Law of Privacy and the their plans in a second interaction. Some basic assumptions of the plan modification model are upheld, while others are questioned. (Contains 17 references and 3 tables of data.) (Author/RS)

ED 396 343   CS 509 276

Dixon, Nancy M.
Perspectives on Dialogue: Making Talk Developmental for Individuals and Organizations.
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *Cultural Pluralism; *Interpersonal Communication; *Organizational Communication; *Organizational Development; Professional Training; *Work Environment
IDENTIFIERS- Communication Strategies; *Conversation; *Dialogic Communication; Organizational Needs; Theoretical Orientation

Responding to the growing sense that organizations and the people that make them up are "in over their heads," this monograph looks at the relationship between talk and development in organizations, noting the ways that developmental talk--or, as it is often referred to, dialogue--differs from the skilled talk that goes on all the time. It also summarizes views on dialogue as offered by leading theorists, C. Argyris, D. Bohm, J. Mezirow, D.W Johnson and R.T. Johnson, and P. Freire. The monograph then offers a series of practical observations based on these views and presents some examples of how dialogue has been incorporated into the work processes of organizations. The monograph notes that as diversity becomes the rule and change the sole constant, complexity is increasing, and the only effective response to this complexity is development: both at the individual and organizational level. Appendixes describe other processes for organizational development and delineate the major constructs of 2 categories: speech acts and situation variables. Contains 38 references. (NKA)

ED 396 344   CS 509 277

Jordahl, Angela A.; And Others
Teacher Stories of Cross-Cultural Communication.
PUB DATE- Nov 95
NOTE- 11p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Adult Learning; Bilingualism; Cross Cultural Training; Cultural Awareness; *Cultural Differences; Foreign Countries; *Intercultural Communication; Language Acquisition; *Personal Narratives; *Professional Development; Secondary Education; Second Language Learning; Teacher Education
IDENTIFIERS- *Cross Cultural Teaching; *Diversity (Student); Kurds; Mexico; North Dakota (Bismarck); Standing Rock Sioux Reservation ND

A collection of three excerpted stories is provided in this paper about cross-cultural communication. The paper presents excerpts from papers written as assignments by teacher/students in a course about first and second language development. In the paper's first excerpt, Angela Jordahl tells about her

Gary, Indiana from 1907-37. This book contains Wirt's original document, which provides a rationale for changing the curriculum, offers cost comparisons, and describes strategies for implementation. The Platoon Schools were pre-kindergarten through adult-education community schools that adhered to an extended school-year and school-day calendar. The book also contains a supplement that connects the Gary designs with the local realities of the present and the national visions of continuous learning systems for the future. Photographs of Platoon-School activities are included. (Contains 47 references.) (LMI)

ED 396 363 EA 027 500

Glines, Don
Creating Educational Futures: Continuous Mankato Wilson Alternatives. Educational Futures Trilogy.
PUB DATE- 95
NOTE- 313p.; For other volumes in the series, see EA 027 499 and EA 027 501.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Cooperative Learning; Educational History; Educational Innovation; Educational Philosophy; Elementary Secondary Education; Experimental Curriculum; *Extended School Day; *Extended School Year; Flexible Scheduling; Higher Education; Lifelong Learning; *Nontraditional Education; Open Education; Public Colleges; Public Education; *School Organization; School Schedules
IDENTIFIERS- Mankato State University MN

The restructuring of traditional schooling will not meet the needs for further learning. What is needed instead is immediate massive change in the form of transitional steps toward new learning systems based on the Wilson Campus school operated at Mankato State University from 1968-77. The public year-round school adopted 69 innovations simultaneously. Its program featured nongraded preschool through college and teacher-education graduate degrees under one roof; individualized, integrated curriculum and instruction; the elimination of required classes, report cards, and schedules; volunteer-centered projects; and self-selected staff. Patterned after the proposed Minnesota Experimental City--a community with no schools--Mankato Wilson modeled one prototype of the coming paradigm shift from schooling to learning. The book describes how the various systems of the program functioned. Subject and author indexes and a list of resource organizations are included. (Contains 171 references.) (LMI)

ED 396 364 EA 027 501

Glines, Don
Year-Round Education: History, Philosophy, Future. Educational Futures Trilogy.
PUB DATE- 95
NOTE- 224p.; For other volumes in the series, see EA 027 499-500.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Educational Environment; Educational History; Educational Innovation; Educational Philosophy; Elementary Secondary Education; Experimental

This publication describes general conditions and problems affecting secondary education in Albania. Section 1 highlights the political, socioeconomic, and educational context of the country. Since World War II, Albania has experienced an increase in the number of students that was not matched by qualitative improvement necessary in a democractic society and cultivation of xenophobia, resulting in considerable impoverishment of the cultural, aesthetic, and social education of the new generation. Section 2 discusses educational issues such as the restructuring of vocational education, technical schools, special education, general secondary education, teachers, the school as an entity and as a community, and problems and perspectives. Problems include the declining numbers of students in secondary technical and vocational education, enrollment disparities between rural and urban areas, vandalism, an increased dropout rate, and scarce textbooks. Planned reform guidelines address: (1) the development of a new legislative framework; (2) the complete revision of textbooks for all levels; (3) the restructuring of educational administration at all levels; and (4) the procurement of necessary financial resources. Seven tables are included in the appendix. (LMI)

ED 396 384 EA 027 608

Powers, P. J.
Knowledge Based Leadership for Cycles of Culturally Induced Educational Distress.
PUB DATE- 15 Mar 96
NOTE- 19p.; Educational Administration Seminar requirement, University of Wisconsin-Superior.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Decision Making; *Educational Administration; Elementary Secondary Education; Equal Education; *Leadership; *Leadership Qualities; Theory Practice Relationship

American schools have recently been exposed to a grave cycle of educational distress advanced by both internal and external constituencies for a variety of reasons, which range from political correctness to vouchers. Responses by educational administrators appeared to have found solace in the overt practice of deliberate inaction rather than through legitimate leadership practices. Deliberate inaction has advanced "feeble leadership" as an acceptable means of educational direction, which has stalled school effectiveness. The paper outlines five leadership strategies to replace indecisive stalling: knowledge-based leadership patterns; preferential treatment for excellent performance; valid and reliable decision making; consequence-based responsibility; and proactive leadership behavior. One table is included. (Contains 14 references.) (LMI)

ED 396 385 EA 027 609

Moore, Rock D.
Ethical Responsibilities for Leaders in a Pluralistic Society.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Five-State Multicultural Conference (Garden City, KS, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

At school 1 (the middle school), the principal did not share power with staff. At school 2 (the junior high school), teachers were concerned about time commitment and the immediate impact of the model on student scores. The data indicate that training cannot be effective unless: (1) a community of learners is willing to participate with the understanding that the first year is basically a training/preparation year; (2) the school is totally committed to the process; (3) the school has an administrative and environmental support system; (4) the training team has support from the school administrator; and (5) there is an absence of external forces affecting the school. (Contains 14 references.) (LMI)

ED 396 405 EA 027 633

Bradford, James C., Jr.
Year-Round Schools: A Twenty-Year Follow-Up Study of a Nationally Recognized Single Track Four-Quarter Plan at the High School Level. Revised .
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). For previous version, see ED 381 855.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; Cost Effectiveness; *Extended School Year; High Schools; Outcomes of Education; *Quarter System; *School Organization; *School Schedules; *Year Round Schools
IDENTIFIERS- Buena Vista City School District VA

In 1973-74, the school board, faculty, and students in Buena Vista, Virginia, with the support of the Virginia State Board of Education, approved a single-track, four-quarter extended school schedule that provided year-round education at the high school level. This paper presents a review of the literature on year-round education and describes the Buena Vista planning process and outcomes after 20 years. Program results include increased utilization of school facilities; increased opportunities for students to complete programs for promotion, remediation, and acceleration; improved achievement scores; a reduction in the dropout rate; and overwhelming faculty and student support for institutionalization of the program, including the block schedule. Over 50 percent of the students consistently attend the fourth quarter. (LMI)

ED 396 406 EA 027 635

Fisher, John R.; Elhav, Moshe
Addressing Equity in Alberta. A Historical Review.
PUB DATE- 23 May 96
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Finance Association (Salt Lake City, UT, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Equal Education; *Fiscal Capacity; Foreign Countries; *Full State Funding; Income; Property Appraisal; Property Taxes; State Aid; State School District Relationship; *Tax Allocation

students as the sole cause of the disruptions because this segment of the school population is only a small part of the problem that results in an increased stress level among teachers. What needs to be addressed is how all the needed special services can fit together in the least intrusive or disruptive manner. Two tables are included. (Contains 25 references.) (LMI)

ED 396 426 EA 027 660

Noonan, Warren; Goldman, Paul
Principal Succession and Elementary School Climate: One Year's Experience in an Urban School Division.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Educational Environment; Elementary Education; Longitudinal Studies; *Organizational Change; *Organizational Climate; *Principals; *Teacher Administrator Relationship; *Urban Schools

A study examined the effects on elementary school climate that result from a change of principal. Data were collected over a 12-month period at 12 schools in an urban school division. Six of the schools were scheduled to have principal changes in fall 1994 and six were not. Teachers completed Hoy, Tarter, and Kottkamp's (1991) OCDQ-RE survey in May and October 1994; principals were interviewed in October 1994 and February 1995. New principals recognized the importance of school climate and of the need to gain faculty acceptance, and school climates changed somewhat in three of the six buildings with new principals. However, staff turnover and annual differences between attitudes in May and those in October may also have affected measurement of climate, and climate itself. The research suggests that school climates are not very stable or at least that their measurement does not provide stable assessment. (Contains 11 references.) (LMI)

ED 396 427 EA 027 664

Shaker, Paul
Reconceptualizing the Control of Education.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bureaucracy; *Critical Theory; *Educational Innovation; *Educational Principles; Educational Theories; Elementary Secondary Education; Government School Relationship; Power Structure; *Public Education; Teacher Education

Public education is controlled by government bureaucracy; teacher education has been regulation-driven and paperwork-intensive. This paper proposes an alternative response by teacher education to the dilemma--namely, that educators should establish their own identity and develop innovative curriculum and instruction. Within teacher education there is a loosely knit school of theorists called Reconceptualists who since the early 1970s have kept a sharp focus on innovation in

Historically, teachers have primarily worked alone in their classrooms, have served as deliverers of standardized and textual materials, and have been managed. Now, however, they are expected to work in teams, create active-learning curricula, and manage themselves. This paper examines a self-initiated team of K-6 grade teachers working in a middle-class suburban public school in southern California. With their principal's support, they formed an educational program housed within the elementary school. In the Global Education Program (GEP) the teachers incorporated onsite curriculum development and collaboration. In addition to meeting regularly as a team to discuss their individual classroom work, the teachers used the meetings to plan curriculum units together. They then implemented the curriculum in their classrooms, bringing together classes from all grades. Data were obtained from audio- and video-taped observations of meetings and teacher interviews. The group balanced group cohesion with individual autonomy in their curriculum planning by using speech patterns that promoted shared decision making; by using physical artifacts to hold the shape of a complex teaching unit; by organizing their work in terms of relatively few fixed yet open-ended ground rules; and by creating joint finished products to culminate each curriculum unit. One table is included. (Contains eight references.) (LMI)

ED 396 445 EA 027 689

Pavan, Barbara Nelson; And Others
Moving the Focus to Children: Four Female Superintendents Look at Their First Three Years.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; Career Development; Elementary Secondary Education; Females; Interprofessional Relationship; Leadership; *Leadership Styles; Orientation; *Quality of Working Life; *Superintendents; *Women Administrators
IDENTIFIERS- *Beginning Superintendents

A review of literature indicates that relations between entry-level, female superintendents and school boards have been problematic. This paper presents findings of a study that identified the major issues faced by four female entry-level superintendents, how they handled these situations, and the strategies they used during their first year as superintendents. Data were obtained through two group interviews--the first at the end of the superintendents' first year on the job and the second after 30 months. After nearly 3 years in the superintendency, the women's conversation revolved around the following prominent issues: the importance of providing information and training to the board; finding a balance between work and personal life; job seeking advice; maintaining open communications and interactive leadership styles; and handling gender differences (for example, not asking for or knowing about "perks" that their male counterparts routinely request and receive). (Contains 40 references.) (LMI)

ED 396 446 EA 027 692

disabilities and suggests how adaptive computing technology can be useful. Examples cover the areas of visual impairments, speech impairments, mobility impairments, hearing impairments, and learning disability. The guide concludes with a list of resources for accessing electronic information and possible funding sources. (DB)

ED 396 466 EC 304 845

Wenger, Barbara L.; And Others
Disabilities among Children. Disability Statistics Abstract, Number 15.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 5p.; This abstract is based on data contained in "Disability in the United States, Prevalence and Causes, 1992" by Mitchell P. LaPlante and Dawn Carlson.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Bibliographies (131)
DESCRIPTORS- Age; Child Health; *Disabilities; Elementary Secondary Education; Ethnic Groups; *Etiology; *Incidence; National Surveys; Poverty; Racial Differences; Severity (of Disability); Sex Differences; Socioeconomic Status; Special Education; Tables (Data)
IDENTIFIERS- National Health Interview Survey

This abstract summarizes recent statistics on the prevalence and causes of disability among U.S. children, based on data from the 1992 National Health Interview Survey, a household survey of the noninstitutionalized U.S. population. Analysis indicates that there are difficulties in comparing disability prevalence across age groups; overall, 5.5 percent of children (ages 5-17) have disabilities related to schooling, of whom 58 percent attend special schools or classes; diseases of the respiratory system constitute the most common group of disabling conditions; and children from poor families attend special schools and classes at nearly twice the rate of those who are not poor. Four tables present detailed data on: (1) number and percent of children with disabilities, by degree of limitation and age; (2) number and percent of children with school-related disabilities, by degree of limitation and gender; (3) number and percent of children needing and receiving special education by race, ethnicity, and poverty status; and (4) health conditions and impairments causing disability in children by broad condition category. (DB)

ED 396 467 EC 304 846

Forkosch, Joel Anton; And Others
The Incidence of Traumatic Brain Injury in the United States. Disability Statistics Abstract, Number 14.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adventitious Impairments; Age; *Etiology; *Head Injuries; *Incidence; National Surveys; *Neurological Impairments; Prevention; Severity (of Disability); Sex

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; Behavior Problems; *Change Strategies; Children; *Chronic Illness; *Compliance (Psychology); *Discipline; Intervention; Medical Services; Models; Prevention; Resistance (Psychology); *Special Health Problems; Theories
IDENTIFIERS- *Behavior Management; Chronic Kidney Failure

This paper reviews various discipline models and applies them to obtaining cooperation and compliance with medical treatment of children with chronic and acute medical conditions, especially End-Stage Renal Disease (ESRD). The definition of Other Health Impairments in the Individuals with Disabilities Education Act is cited and related to the medical, psychosocial, and educational characteristics and needs of students with ESRD. Seven conceptual models of behavior management are briefly described: biophysical, behavioral, humanistic, psychodynamic, ecological, cognitive, and psychoeducational. Management strategies based on each of these models are then proposed and organized into proactive strategies (to prevent problems) and reactive strategies (to solve problems as they occur). Each strategy is named, the model identified, and briefly explained. Examples of proactive strategies are: "I keep fit" (biophysical model), "catch'em being good" (behavioral), and "I am awesome" (humanistic). Examples of reactive strategies are: "The Me's" (psychodynamic), "get my drift" (ecological), and "stop, think, plan, and check" (cognitive). The paper stresses the importance of implementing discipline with dignity and collaboration with parents and other service providers in the implementation of any discipline strategy. (Contains 30 references.) (DB)

ED 396 485 EC 304 865

Cloud, Nancy; And Others
Multisystem: Systematic Instructional Planning for Exceptional Bilingual Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 89
NOTE- 620p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Students; *Cultural Differences; *Disabilities; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Family School Relationship; Hispanic Americans; Inclusive Schools; Language Acquisition; *Language Minorities; *Limited English Speaking; Literacy Education; Mild Disabilities; Parent Participation; Second Language Instruction; Spanish Speaking; Student Characteristics; Student Evaluation; Systems Approach

This training package assists educators in improving the delivery of services to culturally and linguistically diverse exceptional (CLDE) students at the classroom level. It is based on the necessity of addressing multiple systems (e.g., the child, the family, and the school), with emphasis on mildly disabled over other levels of disability and on Hispanics over other ethnolinguistic groups because of the dominance of these

Visual Impairments
IDENTIFIERS- Americans with Disabilities Act 1990; *University of South Carolina

A pilot survey of 16 students at the University of South Carolina from across four disability categories evaluated the range of services and adaptive equipment necessary to meet disabled students' needs in an academic library setting. Disability categories represented were: (1) learning disabilities and attention deficit disorders, (2) mobility impairments, (3) visual impairments/blindness, and (4) health impairments. The telephone interview survey examined: level of library use by students with disabilities, need for specific kinds of adaptive computer equipment, and ratings of the helpfulness of special library services. The survey indicated a need for easily accessible adaptive computer equipment, a need for readily available special library services, and better communication between the campus Office of Disability Services and the academic library staff. Analysis is provided by category of disability and specific adaptations (such as screen enlargement, modified keyboards, and braille printer). Results are also discussed in relation to planning for compliance with the Americans with Disabilities Act. The interview protocol is attached. (Contains 19 references.) (DB)

ED 396 504 EC 304 886

Warren, Sandra Hopfengardner; McLaughlin, Margaret J.
Who's In...Who's Out? How Are Decisions Made Regarding the Participation of Students with Disabilities in Systems of Accountability?
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 9 Apr 96
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accountability; Case Studies; *Decision Making; *Disabilities; Educational Assessment; *Educational Policy; Educational Practices; Elementary Education; *Inclusive Schools; Junior High Schools; Middle Schools; Performance Based Assessment; Qualitative Research; School Districts; Standardized Tests; *Student Participation; Urban Education
IDENTIFIERS- Capacity Building; Maryland School Performance Assessment Program; National Assessment of Educational Progress; *Testing Accommodations (Disabilities)

A review of the research and a case study of current practice in one large urban school district evaluate the decision-making process of including students with disabilities in systems of educational accountability and the identification and provision of suitable accommodations for such students. Issues in the inclusion of students with disabilities in such programs as the National Assessment of Educational Progress are raised. The accountability system incorporated in the Maryland School Performance Program and the accommodations identified to facilitate the participation of students with disabilities are briefly described. A multi-site embedded case study was used to evaluate six schools (five elementary and one middle) committed to a reform initiative in an urban Maryland school district.

appended). An annotated bibliography lists articles about music in the class, commercial instructional materials using music, and some additional songs suitable for classroom use. (MSE)

ED 396 525 FL 023 866

Trask, R. L.
A Dictionary of Phonetics and Phonology.
PUB DATE- 96
NOTE- 437p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Articulation (Speech); Definitions; *Distinctive Features (Language); Generative Phonology; *Language Patterns; Language Research; *Linguistic Theory; *Phonetics; *Phonology; Vocabulary

The dictionary, intended primarily for teachers and students of phonetics, contains almost 2,000 terms used in the field of phonetics. Areas covered include articulatory, acoustic, and perceptual phonetics, classical and generative phonology, distinctive features, the phonology of English, and phonological change and variation. Terminology is presented alphabetically, and the pronunciation given is typical of the south of England. The International Phonetic Alphabet and an extensive bibliography are appended. Contains references. (MSE)

ED 396 526 FL 023 867

Wan, Yee
Implementing Cooperative Learning Techniques in Second Language Teaching.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the International Conference on Teacher Education in Second Language Teaching (3rd, Hong Kong, March 14-16, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *Instructional Design; Instructional Effectiveness; Language Teachers; *Problem Solving; Program Descriptions; Records (Forms); Second Language Instruction; *Second Languages; Self Evaluation (Groups); Self Evaluation (Individuals); Teacher Role; Workshops

A workshop for language teachers focusing on cooperative learning techniques is described. First, an example of the effectiveness of cooperative learning is demonstrated using a simple classroom game requiring interaction to solve a problem. The activity provides an opportunity for learners to practice questioning techniques in an authentic situation, builds a supportive and non-competitive learning environment, requires participants to use cognitive skills, and can be modified to achieve various objectives or teach a variety of topics. Considerations in making classroom cooperative learning activities effective are then outlined, including formation of roles and rules for cooperative groups, and shifting the teacher's role from instructor to facilitator. Forms are offered for individuals to assess their own contributions to the group effort, and for group members to rate each others' participation. It is concluded, based on the response of workshop participants, that the method fosters not only active their social/economic situation. Other strategies recommended to improve the situation of rural disadvantaged Irish youth were as follows: develop interventions to keep them in school longer, use the local media to provide informal guidance to their parents, encourage a policy of positive discrimination in employers' recruitment practices, and use European Community (EC) programs to establish a bridgehead for Irish youth into training and employment opportunities in other EC member states. (Contains 33 references.) (MN)

ED 396 067 CE 070 115

Fandel, Chantal; Pauwels, Dominique
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in the European Community. The Guidance Needs of School Children in the 9th Year of Technical Secondary Education and School Children Completing Extended Primary Education in the Grand Duchy of Luxembourg. National Report.
PUB DATE- Oct 93
NOTE- 65p.; For related documents, see CE 070 114-121 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; Comparative Analysis; *Counseling Techniques; Educational Change; *Educational Counseling; *Educational Needs; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Labor Market; National Surveys; Needs Assessment; *Technical Education; Youth Employment; Youth Opportunities
IDENTIFIERS- *Luxembourg

A study examined the vocational guidance needs of schoolchildren in the ninth year of technical secondary education and schoolchildren completing extended primary education in the Grand Duchy of Luxembourg. The study focused on the following: the transition phases in Luxembourg's system of education; Luxembourg's existing guidance services; and the characteristics and needs of various target groups of vocational guidance. The guidance needs of the two study populations were analyzed within the context of pupils' demands for training, recent school reforms, and the current labor market. The following were among the key study findings and recommendations: improvement of the quality of educational and occupational guidance requires detailed analysis of pupils' needs; educational and occupational guidance is a continuous process that must include a European dimension; cooperation between the various actors involved in the guidance process and the social partners is a prerequisite for success; educational and occupational guidance programs must provide students with neutral information on the employment patterns and prospects for specific sectors; and parents should be closely associated with guidance measures. (MN)

ED 396 068 CE 070 116

van Resandt, Anita Wijnaendts
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in European Community. Vocational Guidance Needs of Homeless Young People in the Netherlands--Young Drifters. National Report.
PUB DATE- Feb 93
NOTE- 57p.; For related documents, see CE 070 114-121 and CE 071 474-475.

that the most successful workplace literacy programs are fully integrated programs that use multiple strands to address learner and workplace needs, provide continuing educational experiences, and make extensive use of custom-designed instruction based on analysis of critical job tasks. (Contains 58 references.) (MN)

ED 396 087 CE 070 681

The Insurance Educator. Volume IV. 1995.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Career Education; Careers; *Consumer Education; *Employment Opportunities; *Insurance; *Insurance Occupations; Newsletters; *Risk Management; Secondary Education; *Traffic Safety
IDENTIFIERS- *Insurance Agents

These two issues are designed to provide secondary school educators with a greater knowledge of insurance and access to teaching materials regarding insurance and to provide students with information about insurance and insurance careers. The following feature articles are included in the newsletters: "Life Insurance: Why and When People Buy It" (D. P. Marsh); "You, Too, Can Teach Teens about Insurance--With No Yawns!" (Ellen Thrower); "Families, Automobiles and Homes of the Future" (State Farm Insurance Companies); "Toni Goes from Office Help to Officer during Oregon Mutual Career" (Julie Laverde); "What Is a Reinsurance Company?" (John Foulds); "Why High Rates Happen to Good Drivers" (California State Automobile Association); "Graduated Licensing: Is This an Answer?" (Insurance Institute for Highway Safety); "Before You Pack for College, Check Your Insurance Coverage" (Esther Peterson); "Insurance Education Foundation's National Advisory Council of Secondary Teachers Inaugural Meeting"; "Embraced by Affectionate Family" (Ayako Yamamoto); "Revitalizing Neighborhoods across the Nation" (Insurance Information Institute); and "Trends in Costs of Goods, Services and Insurance" (reprinted from the "Insurance Information Institute 1995 Fact Book"). Both newsletters contain annotated lists of classroom resource materials and news briefs from the Insurance Education Foundation. (MN)

ED 396 088 CE 070 716

Apprenticeship Virginia 1995-1996.
PUB DATE- 96
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; Employment Potential; *Entry Workers; *Job Skills; Labor Needs; *Occupational Information; Postsecondary Education; *Skilled Workers; *State Programs; Unions; Wages
IDENTIFIERS- *Virginia

This guide defines apprenticeship as a training program in industrial and craft occupations that require a wide and

SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Career Choice; Career Development; Career Education; *Educational Needs; *Employee Attitudes; *Employment Opportunities; *Employment Qualifications; High Schools; High School Students; Job Satisfaction; Marine Biology; *Marine Education; Marine Technicians; Oceanography; Scientific Personnel

This document, which is intended for high school students who are considering a marine science career, contains 38 profiles of individuals employed in one of the following occupations: marine biologist, environmental educator, fishery biologist, marine ecologist, aquaculture microbiologist, geological oceanography, environmental consultant, ocean modeler, chemical oceanographer, aquatic chemist, physical oceanographer, biological oceanographer, ocean engineer, civil engineer, electrical engineer, environmental engineer, aquatic engineer, naval architect, ocean advocate, marine educator, underwater filmmaker, marine archaeologist, marine economist, lifeguard, fisheries statistician, resource manager, and environmental communicator. Each profile contains the individual's responses to a questionnaire requesting information on the following: degrees held/working toward, schools attended, current job and job duties, key factor in career decision, most and least appealing aspects of the job, preferred leisure activities, heroes/heroines, advice to high school students interested in the same job, career opportunities in the field, and plans for 10 years from now. Also included are the following: discussion of the outlook for marine science careers; annotated bibliography of 12 resource organizations and 5 publications; and names and addresses of 32 sea grant programs. (MN)

ED 396 107   CE 071 770

Basic Skills Testing & Training. 1996 AMA Survey. Summary of Key Findings.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adults; *Basic Skills; *Entry Workers; *Job Applicants; Mathematics Skills; On the Job Training; Program Costs; *Screening Tests; *Test Use; *Workplace Literacy

The American Management Association's (AMA) 10th annual survey on workplace testing was mailed in January 1996 to a sample of its 9,500 member companies, resulting in 961 usable responses. The survey sought to determine how many firms test for "basic skills," how job applicants perform on these tests, how much the tests costs, and what firms do with the test results. The questionnaire defined basic skills as the ability to read instructions, write reports, and/or do arithmetic at a level adequate to perform common workplace tasks. Findings were as follows: the share of surveyed firms that perform testing in basic skills has remained relatively constant since 1991, with about 40-45 percent of the firms testing; most testing was for job applicants for entry-level jobs; job applicant testing, like testing overall, has shown scant growth since 1991, description of the author's activities as an international adult educator at the University of Southern Maine and as a member of the executive committee of the International Council for Adult Education. (MN)

ED 396 124   CE 071 814

Grey, Morgan, Comp.
A History of Women in the Trades for Integration with the Gender Equity in Education and the Workplace Curriculum.
PUB DATE- 96
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Agricultural Occupations; *Building Trades; *Employed Women; Health Occupations; *Integrated Curriculum; Manufacturing Industry; Military Personnel; *Nontraditional Occupations; Office Occupations; Postsecondary Education; Secondary Education; Sex Fairness; Skilled Occupations; *Trade and Industrial Education; Transportation

This document, which was originally intended to complement a curriculum titled "Gender Equity in Education and the Workplace," is a compilation of the historical contributions made by women in trade and technical careers that may be used as a source of materials suitable for integration into existing trade and industrial education programs. Presented first are a brief discussion of the importance of gender equity in vocational curricula, a brief biography of the author, suggested strategies for integrating the historical materials into vocational curricula, and a list of particularly noteworthy contributions by women in the trades. Next, historical accounts of the contributions of women in the following skilled occupations/fields from the beginning of the given field (beginning in prehistoric and ancient times when applicable) to the mid-20th century are presented: agriculture; hunting and fishing; manufacturing and processing trades; metal products and heavy industry; lumber and wood products; textiles; leather and fur products; food processing; printing; miscellaneous manufacturing and processing trades; construction trades; architecture; engineering; mining; shipping/water transportation; land transportation/animal or human power; rail transportation; motor transportation; aviation and space; military; and miscellaneous professions (including medical and office occupations). Contains 208 references and a list of significant women and their contributions. (MN)

ED 396 125   CE 071 841

Ohio School-to-Work Glossary.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 96
NOTE- 23p.; For a related document, see CE 071 842.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Articulation (Education); *Career Education; Career Planning; Definitions; Educational Planning; *Education Work Relationship; Glossaries; Postsecondary Education; Secondary Education; *Statewide Planning; *Tech Prep; Vocabulary; *Vocational Education
IDENTIFIERS- *Ohio

This glossary, which defines 81 terms, is designed as a step toward a common lexicon for developers of school-to-work the upper classes--the school as a studyhouse. The goal of these movements is to create more process-oriented instruction directed towards active and self-directed learning. Implementation of such educational reforms means a change in role for teachers and more training and support for teachers to go from "survival" or "content concern" career stages to concerns with how students learn and general pedagogic guidance of children. (Contains 42 references.) (KC)

ED 396 142 CE 071 873

Ramsey, Terry; And Others
Emerging and Evolving Occupations in Texas. A Descriptive Analysis of Thirteen Targeted Industries in Texas with Listings of Emerging and Significantly Evolving Occupations.
PUB DATE- Jun 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Change; Career Education; Electricity; Electronics Industry; *Emerging Occupations; *Employment Opportunities; Employment Patterns; Employment Potential; Equipment; Financial Services; Job Development; Labor Force Development; *Labor Needs; *Occupational Information; Postsecondary Education; Professional Services; Secondary Education; Semiconductor Devices; Supply and Demand; Technological Advancement; Telecommunications; Transportation; Utilities; Vocational Education; Wholesaling
IDENTIFIERS- *Texas

This report presents a process for identifying emerging and significantly evolving occupations within key Texas industries. It explains findings of a research project that provided a current information resource to help job seekers make informed career and training choices. Chapter 1 is an introduction. Chapter 2 examines the projected mismatch between work force capabilities and needs and the reality of workplace change. Chapter 3 presents results of an industry analysis with an explanation of the variables used to determine employment growth and job quality potential. It examines two of the most significant driving forces behind industry change--consumer demand and technological innovation. Chapters 4-10 examine each targeted industry or industrial grouping in detail, discussing specific technological innovations and specialty areas. Each chapter opens with a brief, one-page summary highlighting the chapter's most important findings and lists the emerging and evolving occupations related to that industry or industry grouping. The industries and industrial groupings are as follows: electronics, electrical equipment, and semiconductors; financial services; professional services; telecommunications; transportation; utilities; and wholesale trade--durable goods. Chapter 11 presents conclusions and recommendations. (Contains 76 references. Appendixes include methodology; step-by-step replication manual; complete industry analysis listing; and detailed results from analyses of Texas and Florida follow-up.) (YLB)

ED 396 143 CE 071 875

Welfare to Work. 1995 Annual Report.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 396 160 CE 071 920

Woods, James F.; And Others
To Spin a Web: Job, Career, and Labor Market Information on the Internet. NOICC Occasional Paper No. 8.
PUB DATE- May 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Development; Career Education; Computer Literacy; Computer Mediated Communication; Electronic Mail; Information Literacy; Information Services; Internet; Job Search Methods; Labor Market; *Occupational Information; *Online Searching; *Online Systems; Postsecondary Education; *Search Strategies; Secondary Education; Selective Dissemination of Information; *World Wide Web

This paper examines what the World Wide Web has to offer persons who work in education, employment and training, and career development. The guide is designed for the following purposes: (1) to provide "hot lists" of significant career and occupational information resources on the Web, with brief descriptions of what they offer and information on how to find them quickly; (2) to present online specific strategies and techniques to use in exploring the Web for topics and sites of interest; (3) to encourage greater use of the Web to obtain resources that might not be available or accessible in other ways; (4) to encourage users to evaluate Internet resources, based on their needs and applications, to determine their usefulness and appropriateness; and (5) to introduce beginning users to some pertinent Internet concepts and terminology. The guide is organized in three chapters. Chapter 1 briefly introduces key concepts and tools that will help the reader to go online. Chapter 2 provides a concise but wide-ranging list of job search and career information and career development Web sites. Chapter 3 explores some sites that feature labor market, economic, and education data. (KC)

ED 396 161 CE 071 923

Friedenberg, Joan E.
Annual Evaluation of Project H.I.R.E. (Hiring into Rewarding Employment).
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 31 Jul 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Employment Potential; Individualized Programs; *Job Placement; Job Skills; Normalization (Disabilities); Secondary Education; *Supported Employment; Work Experience Programs

An evaluation was conducted of the first year (1990-91) of Project HIRE (Hiring into Rewarding Employment). Project HIRE was a 3-year federally-funded project designed to assist students with disabilities to gain and retain meaningful employment by maintaining secondary support services until this transition is completed successfully. During the first year, Project HIRE served 50 students with disabilities in the Great Oaks Joint Vocational School District near Cincinnati, Ohio. The CIPP (Context-Input-Process-Product evaluation model) was of rights; guide to survivor's language; and facts about abuse. Contains a list of 71 resources. (MN)

ED 396 179 CE 071 962

Lloyd, Betty-Ann

Discovering the Strength of Our Voices: Women and Literacy Programs. The Report of Phase One of a Research Project.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).

PUB DATE- 91

NOTE- 125p.; For related documents, see CE 071 963-965.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Literacy; Adult Programs; Educational Needs; Foreign Countries; Influences; *Literacy Education; National Surveys; Needs Assessment; *Outcomes of Education; Research Methodology; Research Proposals; Sex Role; Synthesis; *Womens Education

IDENTIFIERS- *Canada; *Exploratory Studies; Impact Studies

A national advisory group of the Canadian Congress for Learning Opportunities for Women (CCLOW) developed a proposal for an exploratory research project examining how gender and the power balance of male-female relationships affect women's access to/experience of literacy programs. A researcher was selected to conduct the following project activities: visit four communities across Canada and converse with women in literacy programs in each community; report the findings of the visits; develop research questions and a methodology for a long-term national action research project that would be conducted in partnership with a variety of programs; and develop a proposal for the subsequent phase of the project. The researcher synthesized the results of her conversations into 21 interconnected themes. After analyzing those themes, CCLOW agreed to sponsor a second phase of the study. The proposed study was to be a participatory study in which two women from each of several programs across Canada would participate in training workshops and examined the effects of literacy programs on their lives and vice versa. (Appended are the following: discussion of CCLOW's mission/activities; and profiles of the members of CCLOW's national advisory committee and project researcher. Contains 117 references. (MN)

ED 396 180 CE 071 963

Atkinson, Tannis; And Others

Listen to Women in Literacy. The Power of Woman-Positive Literacy Work.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).

PUB DATE- 94

NOTE- 92p.; For related documents, see CE 071 962-965; photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; *Change Strategies; Educational Change; Educational Practices; Feminism; Foreign Countries; *Literacy Education; *Outcomes of Education; Program Development; Program Effectiveness; Program Improvement; *Womens Education

IDENTIFIERS- *Canada; Empowerment

This book, which is written and designed for intermediate adult literacy students, relates selected outcomes of 12 "woman-

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Adjustment (to Environment); Adolescents; Advanced Students; Comparative Analysis; *Emotional Adjustment; *Grade 8; Junior High Schools; *Junior High School Students; Middle Schools; Psychological Patterns; *Student Adjustment

The academic, social, and emotional benefits of acceleration are widely known. Yet criticism and reluctance to use this educational intervention persist. Some school personnel and families fear that children who accelerate through grades will experience serious social or emotional adjustment problems. This research project compared a nationally representative sample of well-adjusted and poorly-adjusted accelerants so as to examine the differences in adjustment among individual accelerants. The sample was drawn from the National Longitudinal Study: 88 data base. Surprisingly, results showed that the best adjusted and least adjusted accelerants were similar in many ways. There were no significant differences for gender, race, family size, birth order, family composition, income, educational level of parents, kind of school, percentage of minority students in their school, serious behavior difficulties, certain out-of-school activities, community type, or community location. However, parental involvement in a child's school and education, and access to accelerated, advanced, enriched, or gifted classes were more often associated with healthy adjustment. Therefore, the differences in well adjusted and poorly adjusted accelerants appear to be related to the ways that parents and schools interact with their students. Contains 16 references. (Author/RJM)

ED 396 199 CG 027 097

Killoran, Katherine B.
Alternatives to Incarceration: A Selected Bibliography.
PUB DATE- Oct 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Correctional Education; *Correctional Rehabilitation; Criminals; Criminology; Institutionalized Persons; Law Enforcement; Parole Officers; Probation Officers; Punishment; *Rehabilitation Programs; *Sentencing
IDENTIFIERS- *Alternatives to Incarceration

The topic of alternatives to incarceration or community-based corrections is presented in a selected list of resources containing approximately 350 items. Included are English language books, articles, government documents, reports, dissertations and conference proceedings. Textbooks have not been included. The scope is international and currency a consideration in selecting material for inclusion: the most recent entry was published in July, 1995. Earlier materials have been included only when judged to be particularly useful. Accession numbers for materials which are part of document collections from the National Council on Crime and Delinquency (NCCD) and the National Criminal Justice Reference Service (NCJRS) have been included when identified. An author index is provided, as is a list highlighting the international material. The bibliography is arranged into sections starting with works of a general nature. Following sections are: (1) shock incarceration or boot camps, (2) intensive supervision

*Educational Diagnosis; *Educational Psychology; Elementary Education; Psychological Evaluation; Psychological Services; Psychological Testing; Psychologists; School Personnel; *School Psychologists

School psychologists spend between 40-60% of their time in assessment activities. Methods for improving the diagnostic process are addressed in this paper. Techniques mentioned to improve the process include the actuarial method, the multitrait multimethod approach to multifactored assessment, and direct instruction in reasoning and decision making. In addition, the changing role of the school psychologist in relation to assessment is discussed. The role traditional assessment still has in a school psychology practice is presented, suggesting that there is a need to refine and improve that process rather than discard it. The claim is made that the key to keeping school psychologists in the school setting is the expansion of their training in order to provide more varied services to the entire school community. (Contains 38 references.) (TS)

ED 396 220 CG 027 137

Pisano, Mark C.
Implications of Deployed and Nondeployed Fathers on Seventh Graders' California Achievement Test Scores during a Military Crisis.
PUB DATE- 14 Mar 96
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Attachment Behavior; *Caregiver Child Relationship; Educational Testing; Grade 7; Junior High Schools; *Junior High School Students; *Military Personnel; *Parent Student Relationship; Student Adjustment; *Student Behavior; Student Reaction
IDENTIFIERS- *Gulf War

The differences in California Achievement Test (CAT) scores from 1990 to 1991 in seventh graders, currently enrolled in Albritton Junior High School in the Fort Bragg Schools, of deployed and nondeployed fathers were analyzed. CAT percentile scores from 1990 and 1991 (1991 being the year of "Desert Storm") were obtained in reading, math and language for 158 children (82 females and 76 males). A questionnaire was completed by the parents which identified those students who had a parent deployed to the Middle East for Operation Desert Storm. The results showed a decrease in the average reading score for females of both deployed and nondeployed parents from 1990 to 1991. A statistically significant decrease was noted in average reading scores for the females of deployed fathers; however, there was no statistically significant difference in CAT scores for any other area among males or females. A figure and a table present data and statistical analysis. (Contains 19 references.) (Author/TS)

ED 396 221 CG 027 138

Hillman, Stephen B.; And Others
Self-Protective Mechanisms among Stigmatized Adolescents.
PUB DATE- Aug 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American

ED 396 240 CS 012 475

Maleki, Razieh B.; Heerman, Charles E.
Improving Student Reading. Idea Paper No. 26.
PUB DATE- Jan 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Students; *Content Area Reading; Higher Education; Mathematics; Reader Text Relationship; *Reading Improvement; *Reading Processes; Reading Programs; *Reading Strategies; Sciences; Social Sciences; *Student Development
IDENTIFIERS- *Content Area Teaching

This paper focuses on methods to improve the reading abilities of college students. A list of five elements college instructors (who are not reading specialists) should establish in a content reading agenda is offered; (1) an instructional basis for the reading process which will work for them; (2) content literacy environments; (3) insights into the skill level characteristics of readers; (4) working relationships with the campus reading program; and (5) inclusion of reading strategies in their content instruction. Stating that students must know the purpose of the course and understand what is to be done with the information provided through lectures and textbook reading assignments to successfully interact with the text, the paper offers methods of establishing the five elements suggested. Also addressed are the unique challenges of social science, mathematical, and scientific reading instruction. The paper concludes with a brief summary and suggestions for collaboration between the content specialist and the reading staff. (Contains 55 references.) (CR)

ED 396 241 CS 012 477

Donoahue, Zoe, Ed.; And Others
Research in the Classroom: Talk, Texts, and Inquiry.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Action Research; *Classroom Communication; *Classroom Environment; Classroom Research; Computer Uses in Education; *Cooperation; Discourse Analysis; Elementary Secondary Education; *Journal Writing; Language Experience Approach; Mathematics Instruction; Professional Development; *Story Telling
IDENTIFIERS- *Conversation; Discourse Communities; *Teacher Researchers

This book presents nine studies conducted by teacher researchers who explore the oral and written discourse of learning communities--communities of students, communities of teachers, and communities in which students and teachers learn together. The studies focus on journal writing, conversation, story telling, geometry, computer technology, and teacher collaboration. After an introduction ("Teachers as Researchers: Past and Present" by Janice Lake Betts), chapters in the book are (1) "Reliving the Learning: Learning from Classroom Talk and Texts" (Leslie Patterson); (2) "Allowing Space for Not Knowing: A Dialogue about Teachers' Journals" (Marne B. Isakson and David D. Williams); (3) "Building a Reflecting Classroom" within the school day; how to assess and react to children's writing; and a brief section on penmanship. Chapters in the book are: (1) Introduction to the Program; (2) Kindergarten; (3) The First Weeks of Grade One; (4) Learning and Practicing; (5) Reacting to Children's Writing; and (6) Spelling Dictation Grades 1-3. An appendix provides spelling checklists, checklists for grades 1 to 3, a letter to parents, a practice writing page, and an alphabet to show proper letter formation. (RS)

ED 396 262 CS 012 505

Brooks, Ellen J.
Just-Right Books for Beginning Readers: Leveled Booklists & Strategies.
PUB DATE- 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; Elementary Education; *Emergent Literacy; Parent Teacher Cooperation; *Reading Instruction; *Reading Material Selection; Teacher Role; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Trade Books

Giving teachers who are developing a literature-based program a place to start, this book provides a range of techniques, ideas, and strategies for the classroom. The book is intended for all teachers and parents interested in the role that literature can play in learning to read. The book addresses three main topics: the power of literature in promoting literacy, criteria for selecting books for young readers, and ways to use books effectively with children. After an introduction, chapters in the book are: (1) Encouraging Children's Reading Independence through Good Books; (2) How to Choose Books for Emergent and Beginning Readers; (3) Using Literature to Teach Emergent and Beginning Readers; (4) The Teacher's Role in a Literature-Based Classroom; (5) Working with Parents; (6) Literacy Stories; and (7) Suggested Children's Books. In chapter 7, the suggested books are grouped by genre--fiction, nonfiction, humor, and poetry--and by author, title, and level. Contains a 37-item bibliography. (RS)

ED 396 263 CS 012 508

Boreen, Jean
The Language of Reading Conferences.
PUB DATE- Nov 95
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Classroom Communication; Educational Research; Elementary Secondary Education; Grade 4; Grade 7; Grade 12; Instructional Improvement; *Reading Attitudes; Reading Comprehension; Student Motivation; *Student Reaction; *Teacher Role; *Teacher Student Relationship

they can also be used in mixed-grade and ungraded classrooms. The activities in the book make it easy for parents to contribute a "homeside" to their children's schoolside learning. The activities in the book are introduced once or twice a month in class, completed at home, and then incorporated into a follow-up classroom activity or discussion. Typically these 15- to 20-minute activities in the book are reciprocal parent-child interviews or opportunities to share experiences and opinions. The book begins with a description of "homeside activities" and their benefits, guidelines for teachers, and a letter to parents. The 18 teacher pages and activities in the book are on topics such as homework, winter feelings, family history, historical heroes, neighborhood maps, and school year summary. (RS)

ED 396 283 CS 012 531

Homeside Activities--Grade 5.
PUB DATE- 95
NOTE- 106p.; For activities for grades K-4, see CS 012 526-530.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Family History; Folk Culture; *Grade 5; Group Dynamics; Intermediate Grades; *Learning Activities; Mathematics Education; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Poetry; *Thinking Skills
IDENTIFIERS- Communication Context; *Learning Environment

Providing a low-key, nonthreatening way for teachers and parents to build partnerships for kids, this book presents short, concrete activities in English and Spanish to foster communication between teachers and parents and between parents and children. While the activities in the book are designed for grade 5, none of the activities have grade-specific references; they can also be used in mixed-grade and ungraded classrooms. The activities in the book make it easy for parents to contribute a "homeside" to their children's schoolside learning. The activities in the book are introduced once or twice a month in class, completed at home, and then incorporated into a follow-up classroom activity or discussion. Typically these 15- to 20-minute activities in the book are reciprocal parent-child interviews or opportunities to share experiences and opinions. The book begins with a description of "homeside activities" and their benefits, guidelines for teachers, and a letter to parents. The 18 teacher pages and activities in the book are on topics such as everyday math, poetry performance, opinions, family folklore, group work, and school year collage. (RS)

ED 396 284 CS 215 248

Ostler, Elliott
Guidelines for Writing Research Proposals, Reports, Theses, and Dissertations.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Audience Awareness; Guidelines; Higher Education; *Proposal Writing; *Research Reports; *Technical Writing;

classroom curriculum for literacy development. (Contains a table of data and 22 references.) (Author/CR)

ED 396 304   CS 215 [illegible]42

Davis, Nadine M.
Increasing Second-Grade Teachers' Expertise in Supporting Children's Growth as Writers through Interrelating Writing and Literature Themes.
PUB DATE- 95
NOTE- 71p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 2; *Language Arts; Primary Education; *Reading Writing Relationship; Teacher Developed Materials; Teacher Effectiveness; *Teacher Role; Teaching Models; *Writing Instruction; Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- *Writing Development; Writing Thinking Relationship

A practicum was designed to increase second-grade teachers' expertise and knowledge in integration of literature themes with writing and oral presentation. The problem addressed was that many students did not receive adequate support and opportunities to interconnect reading and original writing. There was nothing in the language arts series, nor in the mandated curriculum, to encourage or to teach the strategies required to meet with success in the area of quality written and spoken communication. Student proficiency in extending literature into writing and speaking by thinking and reasoning critically is important for two reasons: (1) the demonstration of self-management and decision making skills; and (2) the reinforcement of the concept that real life problem solving techniques have more than one step in the process. The program developed included a class of 24 students and 4 teachers in all phases of the implementation. Five basic areas covered by the language arts curriculum included speaking, grammar, comprehension, spelling, and composition. The strategies provided include opportunities for writing on topics of students' selections, timed provisions for student-selected themes, time allowances for oral presentations, and integration of self-evaluation. Analysis of data revealed that the teachers enthusiastically and successfully integrated literature with the curriculum. It was concluded that, when provided with a written curriculum, both teachers and students learned how to work in tandem to interrelate literature and themes with the mandated curriculum. (A teacher's survey, parent letter, checklists for implementation, and weekly checklist are appended; contains 31 references.) (Author/CR)

ED 396 305   CS 215 346

McLaughlin, Margaret A.
Ethical Issues in Literacy Education: A Historical Perspective.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)

Writing Teacher" (Ben T. Allen); Beware of Teachers Who Laminate Their Lesson Plans and Other Useful Suggestions about Teaching" (Robert Perrin); "Firefighter, Cook, Pack Rat, Teacher: Advice for Chairs" (Mary M. Licklider); Dependence and Grade Inflation: A Vicious Cycle" (Candace O'Donnell); "When Models Collide" (Diana Dreyer); "Writing the Mall" (John S. Simmons); "When Does a Vulgarity Become an Obscenity?" (Carol Jago); and "The First Six Minutes" (Terrie St. Michel). Articles in number 2 deal with innovations and classic ideas, and include: "The Standards Movement Explained and Considered" (Jim Burke); "A Classic Assignment" (Rick Chambers); "Local Color--Local Voices: A Focus for Student Research" (Rocky Colavito); "One Teacher's Odyssey toward Better Teaching" (Joy Marks Gray); and "The Appreciative Focus in the Listening Curriculum" (Constance L. Hoag and Maurine V. Richardson). Articles in number 3 present case studies in English leadership and include "Professional Growth through Supervision" (Daniel A. Heller); "Losing the Chair: Whose Seat Is It, Anyway?" (Ted Lehmann); and "A Whole Language Vision" (Alyce Hunter). Articles in number 4 deal with the promise and paradox of national standards, and include "Goals 2000 Adds New Issues to the Standards Movement" (Miles Myers); "The Edison Project: New Standards for New Schools" (Francie Alexander); "The Language Arts Standards Project: A Professional and Community-Based Collaboration" (Charlotte Higuchi); and "Looking Back: A Local Standards Project That Failed" (Larry Crapse). (RS)

ED 396 325 CS 215 376

Kiernan, Henry, Ed.
English Leadership Quarterly, 1995.
PUB DATE- 95
NOTE- 62p.; For volume 16, see CS 215 375; for volume 15, see ED 365 988.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Literature; Classroom Environment; Computer Networks; Critical Thinking; *Educational Technology; Higher Education; *Instructional Innovation; Literature Appreciation; *Multicultural Education; Poetry; Portfolios (Background Materials); Reading Material Selection; Secondary Education; Stereotypes; Student Evaluation; Tutoring; *Writing Instruction
IDENTIFIERS- *Authentic Assessment; Technology Integration

These 4 issues of the English Leadership Quarterly comprise volume 17, published during 1995. Articles in number 1 deal with multicultural and multiethnic literature, and are, as follows: "Guidelines for Selecting European Ethnic Literature for Interdisciplinary Courses" (Sandra Stotsky); "Striving for Kinship within Diverse Communities" (Peter Smagorinsky); "Pitfalls in Using Multicultural/Multiethnic Anthologies" (Susan H. Chin); and "Stereotypes Are Stereotypes" (Pamela B. Farrell-Childers). Articles in number 2 deal with technology and the teaching of English language arts, and are, as follows: "Teachers and Technology: A Story about Changes in Literacy" (Janet Beyersdorfer); "A Network Environment and Curriculum Integration" (Rachel L. Pinson); "Writing Instruction with Computers: Developing Student Writers Who Care and Share" (Tim Courtney); and "A Few Recommended Books for Young Adults Interested in Learning about Other Cultures" (Louann Reid). Articles in number 3 are about implementing innovations, and are, as follows: "The Honors Portfolio: One Case of Departmental Innovation" (Bruce Robbins and Driek Zirinsky); "A involvement with Kurdish students in a cross-cultural experience that moved them from the school to a beauty salon in "A Hair Cutting Experience." The paper's second excerpted author, Karen Nordvall, who teaches English as a second language in Bismarck, North Dakota, at an adult learning center, describes "A Visit to a Ukrainian Family" motivated by the need to assess the relationship between home and school on behalf of a child. In the paper's third excerpt, "A Conference Presentation in Mexico," Jackie Wilcox, the director of the secondary Bilingual Education Program at Solen-Cannonball on the Standing Rock Reservation, North Dakota, relates a story of planned and unplanned professional development while attending a science education conference in Oaxtepec, Mexico. (CR)

ED 396 345 CS 509 278

Perry, Stephen D.
Creating a Spiral of Silence through Disproportionate Exemplar Distribution: Does It Work?
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Broadcast Education Association (41st, Las Vegas, NV, April 12-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Mass Media Role; Media Research; *Moral Issues; *Public Opinion; Questionnaires; *Research Methodology; *Self Expression; Undergraduate Students
IDENTIFIERS- News Stories; Research Suggestions; *Spiral of Silence Theory

A study used disproportionate exemplar distributions to create a spiral of silence effect for a morally loaded issue. The effect of perception of public opinion on willingness to express an opinion was also examined. Three video news stories were created that would represent either a supporting, balanced, or opposing stance on the prayer in school issue. A news anchor's lead-in from a local newscast was used in all three stories, and an actor's voice simulated a reporter covering the issue. Video of students praying in school was used to accompany the voice. Six participants previewed the videos; none noticed anything unusual about the manipulated versions. College students were recruited (for extra credit) for an experimental session--20 exposure sessions averaged 4.9 participants in each. Participants were shown 3 news stories; the second story focused on a proposed prayer in school amendment. Questionnaires on public opinion--participants were asked if they agreed or disagreed with each of the 3 issues--also contained questions on the newscasts' quality. Demographic information about the respondents was collected, including data on media usage, gender, and political affiliation. Results revealed that the spiral of silence theory fell short in explaining effects on "debate expression," although some support for spiral of silence effects was found on "public display expression." This study may encourage the adoption of further behavioral response research related to expression; it also helped shed light on the different forms the expression construct may assume. (Contains 6 tables of data and 40 references.) (NKA)

ED 396 346 CS 509 279

Garside, Colleen

Curriculum; *Extended School Day; *Extended School Year; Flexible Scheduling; *Futures (of Society); *Lifelong Learning; *Nontraditional Education; Open Education; *School Organization; School Schedules

In the 21st century learning should be continuously available. This book traces the evolution of year-round school schedules from 1840-1980 in the United States and documents the many innovative educational programs of the past. It also describes the status, philosophy, calendars, and strategies of the 1990s and offers forecasts for continuous learning approaches that may emerge by 2020. The book provides the rationales for replacing traditional school schedules and describes previous efforts to change the 9-month traditional calendar and future concepts of educational innovation. Contains 302 references arranged chronologically. (LMI)

ED 396 365 EA 027 507

Allen, Jeanne
Nine Lies about School Choice: Answering the Critics.
PUB DATE- Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Accountability; Conservatism; *Educational Equity (Finance); Elementary Secondary Education; Free Enterprise System; *Politics of Education; Private Education; *Private Schools; Public Schools; *School Choice; *School Restructuring; State Church Separation

This document presents arguments to counter nine criticisms, or "lies," most frequently leveled at school choice. The criticisms include the following: (1) the undermining America argument: Choice will destroy the American public school tradition; (2) the creaming argument: Choice will leave the poor behind in the worst schools; (3) the incompetent parent argument: Parents will not be capable of choosing the right school for their child; (4) the nonacademic parental neglect argument: Parents will use the wrong criteria to choose schools for their children; (5) the selectivity issue: Private schools are exclusive and there will be insufficient help for students with special needs; (6) the radical schools scare: Extremists will form schools; (7) the church-state problem: Choice is unconstitutional; (8) the public accountability argument: Private schools are not sufficiently regulated; and (9) the choice-is-expensive argument: There are high hidden costs associated with school choice. (Includes 52 footnotes.) (LMI)

ED 396 366 EA 027 508

School Reform in the United States. State by State Summary.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Charter Schools; Decentralization; Educational Vouchers; Elementary Secondary Education; *Nontraditional Education; Open Enrollment; Private Education; Public Schools; *School Choice; *State Action; *State Legislation; State Programs; *State Standards

This document provides a summary of school-reform actions taken

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Pluralism; *Democratic Values; Educational Cooperation; *Ethics; Informal Leadership; Integrity; Interprofessional Relationship; *Leadership; Leadership Qualities; Leadership Styles; Moral Values; *Participative Decision Making

This paper asserts that the demographic changes of the 21st century promise a different arena for the practice of democratic leadership in United States social and educational institutions. The challenge for democratic leadership is to establish a positive and lasting relationship among all peoples who make up their local cooperative. The paper discusses the role of collaborative leadership, identifying the necessary conditions for successful collaboration and various models of ethical leadership. Ethical leadership inspires commitment and action, facilitates individual leadership through peer problem solving, builds broad-based involvement, and sustains hope and participation. In summary, if the appropriate people are brought together in constructive ways with access to good information, they will create authentic visions and strategies for addressing the shared concerns of the organization or community (D. Chrislip and C. Larson 1994). (Contains 12 references.) (LMI)

ED 396 386 EA 027 610

Johanson, George A.; Gips, Crystal J.
Secondary School Hiring Preferences: An Exploratory Study.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Cognitive Processes; *Interpersonal Competence; Principals; Secondary Education; *Secondary School Teachers; Social Cognition; Teacher Competencies; Teacher Employment; *Teacher Selection

This paper presents findings of a national survey that asked principals to identify qualities they found desirable in teaching candidates. A total of 271 out of 500 secondary principals returned completed questionnaires, a 54 percent response rate. A single questionnaire item, in which respondents rated a fictitious teaching candidate, elicited a 77 percent response rate. Responses were measured by three kinds of formats--Likert, forced-choice, and free-response. The analysis developed a composite scaling of teaching candidate qualities that correlated highly with each format. In general, the principals greatly valued affective qualities over cognitive qualities. In selecting the most capable candidate, principals preferred candidates with greater cognitive capabilities when affective qualities were held constant. However, principals viewed the cognitive qualities as relatively unimportant compared with the affective qualities--so much that cognitive attributes might well prove extraneous in practice. Finally, the way in which a question was asked may have a large effect on both responses and the possible interpretations of those responses. Five tables are included. (Contains 18 references.) (LMI)

ED 396 387 EA 027 611

IDENTIFIERS- *Alberta

This paper provides a historical review of equity in funding education in Alberta. It describes government attempts to address fiscal inequities and shows how the introduction of full spending in 1994 addressed many of the equity problems in Alberta. Full provincial funding of education has proved an overall success, but it faces the following challenges: unresolved litigation regarding the opting out of separate school boards from the Alberta School Foundation Fund, the potential for average programming and delivery, a short-lived narrowing of the equity gap, the need for funds to provide vertical equity, and variable assessments of property values. A conclusion is that horizontal equity has improved due to the introduction of full funding in Alberta. One hundred percent of the funds are equitably distributed under a similar set of rules. The measure has reduced the cost of education and equalized tax rates. However, the province needs to consider ways to improve vertical equity--the need for different amounts of funding to meet different needs--and other inequities affecting student achievement and access to knowledge. One table is included. The appendix contains a list of equity indicators. (Contains 31 references.) (LMI)

ED 396 407 EA 027 636

Evans, Thomas J.
Transformational Leadership and Supervision: Promoting Reflective Inquiry in Schools.
PUB DATE- May 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Principles; Elementary Education; Intermediate Grades; *Leadership; Leadership Qualities; *Leadership Styles; *Supervision; *Supervisory Methods; Teacher Administrator Relationship; *Teacher Improvement; Teacher Motivation

This paper presents a transformational philosophy of educational leadership, with a focus on the practice of supervision. The paper defines and outlines the purposes of both leadership and supervision. It discusses multilevel social forces that affect leadership for K-8 schools and examines four dimensions of leadership--knowing oneself, the followership, the task, and the situation. The four dimensions of supervision include knowing one's supervisory beliefs, helping followers to know themselves, helping followers to know the tasks, and helping followers to know the situation. In general, supervision is an ongoing interactive process intended to improve teacher instruction and student learning. Supervision aims to affect individuals' higher order needs and activities. The main process indicator identifying transformative supervisors is the extent to which reflective inquiry is demonstrated among their staffs. (Contains 18 references.) (LMI)

ED 396 408 EA 027 637

Zheng, Henry Y.
School Contexts, Principal Characteristics, and Instructional Leadership Effectiveness: A Statistical Analysis.
PUB DATE- Apr 96
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

educational theory. The Reconceptualists have emphasized the phenomenological approach, have been early proponents of qualitative research methods, and advocate using theory to create social change. For example, in debating the private school-voucher issue, Reconceptualists would focus on historical precedents and issues of class and race, rather than test scores and economic efficiency. They challenge the claim that schools exist primarily to create a productive work force. A common theme among Reconceptualist critiques is that the debate on educational issues is undertheorized and controlled by powerful persons outside of education. Educators are encouraged to press the debate on multicultural and gender equity to its logical limits, including class and the distribution of wealth in the analysis. Finally, progress in education is tied to self-regulation. (LMI)

ED 396 428 EA 027 665

Ladd, Helen F., Ed.
Holding Schools Accountable: Performance-Based Reform in Education.
PUB DATE- 96
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Economics; *Educational Finance; Educational Vouchers; Elementary Secondary Education; Incentives; *Outcomes of Education; *Performance; Private Schools; Public Schools; *School Choice; School Restructuring

Many people believe that future reforms of education should focus on the primary mission of elementary and secondary schools and that these schools must be held more accountable for the academic performance of their students. This book brings together researchers from various disciplines--most notably economics, educational policy and management, and political science--to examine such efforts throughout the country. The authors address a range of issues related to performance-based reform and analyze two commonly proposed approaches--the incorporation of accountability and incentive programs into the existing school system, and school choice. Following the introduction by Helen F. Ladd, three chapters in part 1 examine performance-based incentive programs: (2) "Recognizing and Rewarding Success in Public Schools" (Charles T. Clotfelter and Helen F. Ladd); (3) "The New Accountability in State Education Reform: From Process to Performance" (Richard F. Elmore, Charles H. Abelmann, and Susan H. Fuhrman); (4) "Standards-Based School Reform: Policy, Practice, and Performance" (David K. Cohen). Comments on the chapters are offered by Eric A. Hanushek and Robert H. Meyer. Part 2, "Choice and Performance," contains the following: (5) "School Choice and Student Performance" (John F. Witte); and (6) "The Effects of Private School Vouchers on Schools and Students" (Caroline Minter Hoxby). Thomas J. Kane provided comments on chapters 5 and 6. The third part examines the allocation of funds in one chapter: (7) "The Allocation of Resources to Special Education and Regular Instruction" (Hamilton Lankford and James Wyckoff). Comments are provided by Jane Hannaway. Chapters in part 4 examine the costs of achieving high performance: (8) "How and Why Money Matters: An Analysis of Alabama Schools" (Ronald F. Ferguson and Helen F. Ladd); (9) "Economics of School Reform: Three Promising Models" (W. Steven Barnett); and (10) "Alternative Approaches to Measuring the Cost of Education" (William Duncombe, John Ruggiero, and John Yinger). William H.

Denig, Stephen J.
Discipline in Public and Religious Elementary and Secondary Schools: A Comparative Analysis.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Educational Environment; Elementary Secondary Education; Humanistic Education; Parochial Schools; Private Education; *Private Schools; *Public Schools; *Social Control; *Teacher Influence; *Teacher Student Relationship

Previous studies using the Pupil-Control Ideology Scale (PCI) have found that in general, secondary school teachers have a more custodial attitude toward pupil control than do primary school teachers, and that public school teachers have a more custodial attitude than do religious school teachers. Teachers with custodial attitudes tend to distrust students and to control their behavior through punitive sanctions. This paper presents findings of a study that replicated previous studies of the effect of school type and school level on teachers' perceptions of student control. A total of 405 teachers from 40 schools--20 public and 20 religious--completed the PCI. Contrary to previous research, the data found no significant difference between the pupil-control ideologies of religious school teachers and public school teachers. Data show that secondary school teachers were more custodial than primary school teachers; however, public school teachers were not found to be more custodial than religious school teachers. When both school level and type were considered together, an interactive effect was found: public school teachers at the primary level were the least custodial (most humanistic) and public school teachers at the secondary level were the most custodial. (Contains 49 references.) Two tables and one figure are included. (Author/LMI)

ED 396 447 EA 027 693

Kraus, Christine M.
Administrative Training: What Really Prepares Administrators for the Job?
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Adult Learning; *Educational Administration; Higher Education; Internship Programs; *Leadership Training; Management Development; Mentors; Models; Professional Education; Reflective Teaching

This paper describes part of a study (Kraus 1996) involving 25 school administrators who attended one of five administrator preparation programs at four New England universities. The study addressed research questions regarding perceptions of administrators' job preparedness and how components of formal training programs (i.e., internships, mentoring relationships, reflective practice, and student cohorts) prepared school leaders for their jobs. The findings include discussion about

IDENTIFIERS- National Health Interview Survey

This abstract summarizes recent statistics on the prevalence and causes of traumatic brain injuries (TBI), the populations it affects, and the degree of disability it causes. Estimates are based on 1985-1987 data from the National Health Interview Survey, a household survey of the noninstitutionalized U.S. population. Analysis indicates: the overall incidence rate is 0.8 percent, with young males having the highest incidence rates of any group; an estimated 31 percent of TBI is caused by moving motor vehicles; half of TBI cases are severe enough to cause a disability; firearms are the most common cause of fatality due to TBI; and strategies to reduce TBI should concentrate on youth and younger adults. Three tables provide detailed data on: (1) annual number and incidence rate of TBI cases, by gender and age; (2) annual number and incidence rate of TBI cases, by class of accident and place of accident; and (3) types of injury causing greatest activity limitation. (DB)

ED 396 468 EC 304 847

Extramural Research and Research Training Grant Mechanisms.
PUB DATE- May 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Career Development; *Communication Disorders; *Deafness; *Federal Aid; Financial Support; *Grants; Postdoctoral Education; *Research and Development; Research Projects; Training
IDENTIFIERS- *National Institute Deafness Other Commun Disorders

This publication describes the variety of research and research training grant mechanisms available from the National Institute on Deafness and Other Communication Disorders (NIDCD). The first section briefly describes the following extramural research grant programs: investigator-initiated research project grants; the Small Grant program; First Independent Research Support and Transition Award program; Academic Research Enhancement Award program; Program Project Grants; Clinical Research Center Grants; Research and Training Center Grants; and Cooperative Agreements. The next section describes the following research training and career development awards: National Research Service Awards for Individual Postdoctoral Fellows; National Research Service Awards for Senior Fellows; Institutional National Research Service Awards; Research Career Development Awards; and Clinical Investigator Development Awards. The final section lists additional research and development mechanisms, including: Small Business Innovation Research; Conference Grants; Initiatives for Underrepresented Minorities in Biomedical Research; and additional support and mechanisms for minority investigators. An NIDCD staff directory completes the guide. (DB)

ED 396 469 EC 304 848

National Strategic Research Plan for Hearing and Hearing Impairment and Voice and Voice Disorders.
PUB DATE- 92
NOTE- 161p.; For the language and language impairments report, see ED 345 433.
LANGUAGE- English

groups in the CLDE population. It models innovative training approaches including video-based training segments, role playing and simulations, and use of cooperative group work. The package is organized into five modules: (1) the Preview Module, which covers characteristics of CLDE children, the role of culture, acculturation, and developmental stages of second language acquisition; (2) the Specialized Informal Assessment Module, which covers language proficiency, academic skills, and learning style/social skills; (3) the Culturally and Linguistically Appropriate Programming Module, which covers the learning environment, oral language programs and materials, and literacy programs and materials; (4) the Language Minority Parent Involvement Module, which covers communicating with culturally and linguistically diverse parents, educating parents about special education, and increasing minority parent involvement; and (5) the School-Based Support/Consulting for Mainstreaming Module, which covers strategies for working with paraprofessionals, consultant techniques in school settings, and decision making. (Individual modules contain references.) (DB)

ED 396 486   EC 304 866

Garnett, Katherine
Thinking about Inclusion and Learning Disabilities: A Teacher's Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 39p.; Based on the proceedings of Research on Classroom Ecologies: Implications for Inclusion of Children with Learning Disabilities Symposium (Bandera, TX, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Classroom Environment; *Educational Change; Elementary Secondary Education; *Inclusive Schools; *Learning Disabilities; Mainstreaming; Regular and Special Education Relationship; Resistance to Change; Student Needs; Student Placement; Teacher Role

This guide focuses on the inclusion of students with learning disabilities (LD) in general classrooms. The booklet is organized around six major concerns: (1) what general education classes are really like (their usual organization, their differences from one another, and their assumptions); (2) what classrooms are like for students with learning disabilities (typical general classroom characteristics as related to common characteristics of LD students); (3) the process of change and restructuring in schools and classrooms (results of changing the usual classroom ecology and structure, and effects on students); (4) difficulties in changing schools and classrooms; (5) the needs of students with learning disabilities (questions to consider in determining a student's educational placement); and (6) the purposes of special education for LD students. Recurring themes in serving LD students in inclusive settings are identified in a concluding section, focusing on the enormous complexity of schooling, the critical role of teachers, the value of collaboration, and the need to expect resistance to change. (DB)

ED 396 487   EC 304 867

Interviews, observations, and document analysis were used. Results indicated that decision-making factors are critically linked to the commitment of the district and schools to create inclusive environments which result in shared responsibility and ownership of students with disabilities by both regular and special educators. Capacity building within schools appeared to be the essential component, with implications for professional development, curriculum development, school improvement plans, and utilizing accommodations that facilitate achievement of standards. (Contains 18 references.) (DB)

ED 396 505 EC 304 887

Villa, Richard A., Ed.; Thousand, Jacqueline S., Ed.
Creating an Inclusive School.
PUB DATE- 95
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Change Strategies; *Disabilities; *Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Inclusive Schools; Organizational Change; Personal Narratives; Program Effectiveness; Resistance to Change; Social Integration

This collection of readings in support of inclusive education for students with disabilities offers rationales for inclusion, personal accounts of individuals involved, and strategies for facilitating change. Stressed throughout is the idea that inclusion is an attitude or belief system, not an action or set of actions. The readings identify factors that have made school organizations resistant to change and the variables that contribute to successful organizational change and more inclusionary programs. Promising practices and resources for classroom teachers are identified. Individual chapters include: (1) "What Is an Inclusive School?" (Mary A. Falvey and others); (2) "Contemplating Inclusive Education from a Historical Perspective" (William Stainback and Susan Stainback); (3) "The Rationales for Creating Inclusive Schools" (Richard A. Villa and Jacqueline S. Thousand); (4) "Managing Complex Change toward Inclusive Schooling" (Jacqueline S. Thousand and Richard A. Villa); (5) "Promising Practices That Foster Inclusive Education" (Alice Udvari-Solner and Jacqueline S. Thousand); (6) "A Process for Adapting Curriculum in Inclusive Classrooms" (Alice Udvari-Solner); (7) "Questions, Concerns, Beliefs, and Practical Advice about Inclusive Education" (Richard A. Villa and others); and (8) "Resources for Advancing Inclusive Education" (Barbara E. Buswell and C. Beth Schaffner). Throughout, separate segments called "Voices of Inclusion" feature the personal accounts of individuals with disabilities and those involved with them. (Individual chapters contain references.) (DB)

ED 396 506 EC 304 888

Wacks, Julie M.; Gilman, David Alan
Follow-Up Study on the Adjustment of ADHD Adolescence.
PUB DATE- 15 May 96
NOTE- 19p.
LANGUAGE- English

learning but also a strong desire for cooperation with others. Contains 12 references. (MSE)

ED 396 527 FL 023 869

READ Perspectives, 1993-1995.
PUB DATE- 95
NOTE- 281p.; No volume 1, number 2 was published.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Educational Policy; Elementary Secondary Education; *English (Second Language); *Language Acquisition; *Limited English Speaking; Policy Formation; Second Language Instruction; Transitional Programs

The first two volumes of the Research in English Acquisition and Development (READ) Institute journal, which cover 1993-1995, contain reports of research and programs in English-as-a-Second-Language instruction, bilingual education, and services to limited-English-proficient individuals. Articles include: "Second Language Teaching: A Theoretical Baseline for Policy Makers" (Robert E. Rossier); "Bilingual Education," adapted from "Reinventing the Schools: A Radical Plan for Boston" (Steven F. Wilson); "A Review of the U.S. GAO Study of Limited-English Students" (Rosalie Pedalino Porter); "A Critique of California's Evaluation of Programs for Students of Limited-English Proficiency" (Robert E. Rossier); Toward an Understanding of Effective Instructional Practices for Language Minority Students: Findings from a Naturalistic Study" (Russell Gersten, Thomas Keating, Susan Unok Brengelman); "Findings of the New York City Longitudinal Study: Hard Evidence on Bilingual and ESL Programs" (Barbara Mujica); "The Cost of Bilingual Education in the U.S.: A Review of the ALEC Report" (Marsha Youngblood); and "The Bethlehem, PA, English Acquisition Program: a Blueprint for Change (Judith Simons-Turner, Mark Connelly, Ann Goldberg). (MSE)

ED 396 528 FL 023 870

Silook, Roger, Comp.; And Others
St. Lawrence Island Junior Dictionary.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 83
NOTE- 185p.
LANGUAGE- English; Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Alaska Natives; *Alphabets; *Eskimo Aleut Languages; Phonology; Pronunciation; *Regional Dialects; Uncommonly Taught Languages; *Vocabulary; *Yupik
IDENTIFIERS- Alaska

The dictionary is designed for learners of St. Lawrence Island (Alaska) Yupik, an Eskimo dialect. An introductory section gives an overview of the Yupik alphabet and phonology. Alphabetical word listings in St. Lawrence Island Yupik follow, with definitions in both Yupik and English. A sample sentence in Yupik using the entry word is followed by its equivalent English translation. Multiple meanings are also included whenever they exist. (MSE)

ED 396 529 FL 023 871

Jacobson, Steven A.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Counseling Services; Disadvantaged Youth; *Educational Needs; Education Work Relationship; Foreign Countries; *Homeless People; Individual Characteristics; Information Needs; Information Utilization; Literature Reviews; National Surveys; Needs Assessment; Program Effectiveness; Research Needs; Youth Opportunities
IDENTIFIERS- *Netherlands; *Transients

A study examined the vocational guidance needs of young drifters and homeless people in the Netherlands. Available literature on the following topics was reviewed: accessibility and scope of guidance services in the Netherlands, characteristics and guidance needs of young drifters in the Netherlands, and the European dimension in vocational guidance. It was concluded that educational and vocational guidance has only a limited effect because of inadequate understanding of how the process of choice operates in young people. It was further concluded that more systematic research is needed to determine how young people use information and how they approach the labor market. Quantitative studies examining the following topics areas were deemed especially necessary: the information and vocational guidance needs of youths between the ages of 12 and 16 years; the relationship between the socioeconomic background and future prospects (especially study and career options) of young people in the Netherlands; and the actors influencing the vocational and educational choices of young people. (The bibliography lists 13 references. Excerpts from two related newspaper articles are appended.) (MN)

ED 396 069 CE 070 117

Meghnagi, Saul
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in the European Community. Low-Skilled Young People--Italy. National Report.
PUB DATE- Dec 93
NOTE- 147p.; For related documents, see CE 070 114-121 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; Counseling Services; Disadvantaged Youth; Educational Attainment; *Educationally Disadvantaged; *Educational Needs; Employment Patterns; Foreign Countries; Lifelong Learning; Literature Reviews; National Surveys; Needs Assessment; Program Development; Program Improvement; Tables (Data); *Unskilled Workers; *Youth Opportunities
IDENTIFIERS- *Italy

A study examined the vocational guidance needs of low-skilled young people in Italy. Research studies on the topics of guidance as a process of transmission, processing, and acquisition of knowledge and skills and the situation and life circumstances of young people were reviewed. The role of guidance within a framework of lifelong education and support for various transition processes were discussed. The main conclusions were as follows: the use of guidance structures and opportunities by low-skilled youths is heavily influenced by socioenvironmental context and the "culture" present in that context; a global approach to young people's living conditions diverse range of skills and knowledge. It combines supervised on-the-job training and experience with technical classroom studies in subjects related to the trade. Formal apprenticeship training programs must be approved by the U.S. Department of Labor and conducted according to written standards. This guide, written especially for the state of Virginia, explains the basics of apprenticeship programs and provides information about 49 apprenticeable occupations. The first part provides information about the following: definition and overview of apprenticeship; where to apply for apprenticeships; general qualifications for apprenticeship applicants; the selection process; training procedures; typical questions and answers about apprenticeship programs in Virginia; apprenticeship contacts and administrative agents in Virginia; and Virginia apprenticeable occupations. The second part of the guide describes 49 apprenticeable occupations. Each one-page description includes the following: Dictionary of Occupational Titles, Occupational Employment Survey, and Guide to Occupational Exploration codes for the job title; alternative titles for the occupation; specific vocational preparation time; classroom requirements; job skills and duties; average length of time it takes to find employment in the fields; and national average salary range. (KC)

ED 396 089   CE 070 781

Hirsh, Wendy; And Others
Strategies for Career Development: Promise, Practice and Pretence. Report 305.
PUB DATE- 96
NOTE- 63p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Education; Case Studies; *Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; Employment Level; *Employment Practices; Foreign Countries; *Labor Force Development; Trend Analysis
IDENTIFIERS- Employer Role; *United Kingdom

Case studies of 15 leading employers in the United Kingdom were conducted to examine their career development practices. Employees, line managers, executives, and human resources professionals in the finance, energy, high technology, manufacturing, service, and public service sectors were interviewed regarding the career development practices and their importance to businesses and employees, the changing career message and its business context, and employee perceptions of career development messages. Most firms had reduced their commitment to managing their employees' career development but were under mounting pressure to reassume some responsibility for their employees' career development or risk losing and/or demotivating key staff. The case studies indicated that sustainable career development requires a degree of alignment between messages regarding employment and development. Despite the general rhetoric of career development, employers appeared to be focusing their career development efforts on senior managers and "high-potential" staff, while leaving the wider work force to manage their own career development. The case studies also documented a need for the following: appropriate and honest career development messages; workable career development processes, and real employer intentions to deliver on career development messages. (Contains 11 figures and 20 references. A list of case study although there has been a rapid increase in applicant testing for mathematics skills; the share of applicants deficient in basic skills remains high; one-third of the 635,000 job applicants tested by respondent firms from 1990-1995 lacked the literacy and/or mathematics skills necessary to do the job for which they applied; 87 percent of firms that test job applicants do not hire applicants whose skills are deficient; testing costs averaged $26,098 per firm, but 70 percent of the firms spent less than $10,000; the number of firms that test current employees dropped from 30 percent to 19 percent from 1995-1996; nearly half of surveyed companies that test current employees provide remedial training for skills-deficient workers; and one-third of the remedial programs were designed entirely by an outside provider and more than half are delivered entirely by outside providers. (KC)

ED 396 108   CE 071 771

Benchmarks for Adult Basic Education Programs in Iowa's Community Colleges.
PUB DATE- Mar 96
NOTE- 70p.; Prepared by Iowa's Community College Adult Basic Education Coordinators.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Adult Basic Education; *Community Colleges; Continuing Education; Curriculum Development; Educational Legislation; Educational Planning; Educational Quality; *Evaluation Criteria; Federal Legislation; Outcomes of Education; *Performance Factors; Program Development; Recruitment; School Holding Power; Services; Staff Development; State Standards; *Statewide Planning; Systems Approach; Two Year Colleges
IDENTIFIERS- Benchmarking; *Iowa

This document presents and examines Iowa's adult basic education (ABE) program benchmarks, which have been designed as criteria for evaluating the following aspects of the performance of ABE programs in Iowa's community colleges: educational gains; program planning; curriculum/instruction; staff development; support services; and recruitment/retention. The introduction provides an overview of Iowa's efforts in the area of ABE program accountability and the legislative mandates for benchmarks for ABE. Key terms related to benchmarks/accountability are defined. Discussed next are the following: characteristics of benchmarks; considerations in developing a statewide accountability system; Iowa's Literacy/ABE Vision 2005; the Iowa context of ABE; and the Iowa ABE benchmarks' underlying philosophy, development, and utilization. Next, the actual benchmarks are presented. The following information is provided for each benchmark: title and number, number of the applicable performance standard; extent to which it had been implemented as of 1995 and is to be implemented by 2000 and 2005; explanation; rationale; and source. The bibliography lists 32 references. Appended are a chronological listing of continuing education/ABE/General Educational Development program accountability studies and benchmark data sources published in 1982-1996 and listing of focus areas, indicators of program growth, performance measures, and performance standards. (MN) systems across Ohio. The following are among the terms defined: adult full service centers; advanced or early placement; all aspects of an industry; applied academics; (registered) apprenticeship; articulation; basic skills; career assessment; career development; career exploration; career major; career passport; career pathways; Certificate of Age and Schooling; Certificate of Initial Mastery; community-based organization; competency-based education; connecting activities; contextual learning; cooperative education; credentialing; employability skills; high performance workplace; individual career plan; interdisciplinary academics; local partnership; mentoring; nontraditional students; occupational cluster; Ohio Career Information System; Ohio Industrial Training Program; Ohio Job Net; one-stop career center system; outcomes; performance measure/performance standard; portfolio; professional development; regional alliances; school-based enterprises; school-based learning; SchoolNet; school-to-apprenticeship; Secretary's Commission on Achieving Necessary Skills; service learning; skill certificate; skill standard; technical education; tech prep; tech prep competency profiles; vocational education planning district; work-based learning; and Work Keys. (MN)

ED 396 126   CE 071 842

Ohio School-to-Work Partnership Resource Directory.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 96
NOTE- 62p.; For a related document, see CE 071 841.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Standards; Apprenticeships; Articulation (Education); Career Development; Educational Practices; Educational Resources; *Education Work Relationship; Information Sources; Internship Programs; Mentors; Models; *Partnerships in Education; Records (Forms); *School Business Relationship; State Standards; *Statewide Planning; Student Certification; Systems Approach; *Vocational Education; Work Experience Programs
IDENTIFIERS- Career Passports; *Ohio

This resource directory, which is designed to assist educators across Ohio who are involved in developing and implementing school-to-work systems, describes a number of promising school-to-work practices and partnerships that embrace and represent elements of Ohio's vision of a school-to-work system. Presented first are a statement of Ohio's vision of a school-to-work system as a seamless, client-driven, results-oriented, and community-based system and a brief discussion of the three basic elements of Ohio's school-to-work approach (school-based learning, work-based learning, and connecting activities). The remainder of the directory consists of descriptions of promising practices and partnerships related to the following: local partnerships; school-based learning; career development; work-based learning; mentoring; internship; apprenticeship; connecting activities; skill standards, credentialing, and passports; and school-to-work systems. Each description contains some or all of the following: program name; purpose of the practice/partnership; major activities; outcomes; and contact person. Appended are the following: table outlining 13 strategies for stimulating/supporting local school-to-work opportunity systems; guidelines for developing a resource base; information about the National School-to-Work Learning and Information Center; and school-to-work template. (MN)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Annual Reports; Client Characteristics (Human Services); Community Colleges; Demography; Early Parenthood; Economically Disadvantaged; Educational Opportunities; Employment Opportunities; Employment Patterns; Employment Programs; Federal Legislation; Financial Support; Job Training; Program Effectiveness; Public Policy; *State Programs; Tables (Data); Transitional Programs; Two Year Colleges; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Illinois; Job Opportunities and Basic Skills Program; *Welfare to Work Programs

This report examines the operation and outcomes of Illinois' welfare programs in fiscal year 1995. The Illinois Department of Public Aid's new emphasis on providing incentives/assistance to move welfare recipients from welfare to work is explained. Next, the following programs are discussed: Aid to Families with Dependent Children (AFDC) and Job Opportunities and Basic Skills (JOBS); Project Chance, which is designed to help AFDC clients prepare for/participate in the world of work; Opportunities, a specialized, "one-stop" education and training program offered at 10 community colleges across Illinois; the Teen Parent Initiative/Young Parent Services program, which is tailored to help youth break the generational cycle of welfare; the Food Stamp Employment and Training program; and Earnfare, which was developed to create a work-related source of income for people to replace the state's now-defunct Transitional Assistance program. Each program description includes information on some/all of the following: major accomplishments in FY95; numbers/characteristics of clients served; outcomes (including employment placements and client wages); and detailed expenditures. Concluding the report are legislative changes passed in FY95 that will affect welfare services. Fifty-three tables/figures are included. Appended are a glossary and index of statutory report requirements relating to the FY95 report. (MN)

ED 396 144 CE 071 876

Vickerman, Kathrine D.
Mountain Plains Adult Education Association's Role in the History of Adult Education, 1945-1995.
PUB DATE- May 96
NOTE- 214p.; Plan B Master of Arts paper, University of Wyoming.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Historical Materials (060)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Educators; *Archives; Community Education; Correctional Education; Data Collection; Educational Change; Higher Education; Industrial Training; Lifelong Learning; Material Development; *Organizational Change; *Organizational Effectiveness; Organizational Objectives; Program Development; *Regional Cooperation; *Teacher Associations; Two Year Colleges
IDENTIFIERS- *Mountain Plains Adult Education Association

This document describes and presents the materials gathered during a project to collect, preserve, and document the history of the Mountain Plains Adult Education Association (MPAEA). First, the procedures used to develop the MPAEA archives are traced. Presented next is an overview of the mission, development, and major activities of the MPAEA, which was organized in the mid-1940s in Denver, Colorado, as a used as a guide in planning and conducting the evaluation. Data were gathered through examination of all program documents; interviews with the program director, instructors, and students; and on-site observation of program activities. The study concluded that Project HIRE is addressing a critical nationwide problem--employing persons with disabilities. This is confirmed by the fact that the program has been able to recruit its targeted number of students. The project has an exceptionally comprehensive design, it has recruited outstanding staff, and it is providing students with disabilities with the support services needed to find and keep gainful employment. The program will continue to work with students until all are placed, although some difficulties are not within the control of the program, such as employer attitudes, parent expectations, and public transportation needs. Recommendations for improvement include the following: (1) offer parent workshops in the local school district; (2) develop a parental agreement; (3) develop interagency task forces; (4) increase clerical support; (5) provide job trainers; (6) do not target graduated students; (7) make services available to students at earlier ages; and (8) create formal transition plans for each student. (Appendixes to the report include site visit schedules, evaluation questions and interview schedules, an employer brochure, a sample newsletter, and a core transition team brochure.) (KC)

ED 396 162 CE 071 925

Reyes, Margaret E.
Graduate Follow-up Survey, 1993.
PUB DATE- 93
NOTE- 108p.; Foreword by John T. Cruz.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Apprenticeships; *Community Colleges; Continuing Education; Education Work Relationship; Employment Level; *Employment Patterns; Graduate Surveys; High School Equivalency Programs; *Job Satisfaction; *Outcomes of Education; Questionnaires; Salary Wage Differentials; *School Attitudes; School Surveys; Secondary Education; Tables (Data); Two Year Colleges; Unemployment; *Vocational Education; Vocational Followup
IDENTIFIERS- *Guam Community College

A follow-up study was conducted to gather data on the employment and earnings of the 1993 graduates of Guam Community College's various programs. A total of 464 graduates were surveyed, including the following: 114 of the college's 189 secondary education program graduates; all 26 apprenticeship program graduates; 36 associate of science degree recipients, 21 vocational certificate recipients, and 104 criminal justice academy certificate recipients; and 86 graduates of the adult high school program. As of 1995, 63% of the secondary graduate respondents were employed full time, with males' and females' median hourly wages equaling $7.07 and $6.89, respectively. All 26 apprenticeship graduates were employed full time with a median hourly wage of $12.76. Of the postsecondary program graduates, 74% were employed full or part time and 53% were pursuing additional education. The mean hourly wage of postsecondary graduates working full time in jobs related to their training was $10.25. Of the adult high school graduates, 44% were employed full time at a mean hourly wage of $7.82 and 39.5% were continuing their education either full or part time. (Twenty-eight tables/figures are included. Appended are the positive" literacy and adult basic education programs that were sponsored/studied in different parts of Canada by the Canadian Congress for Learning Opportunities for Women (CCLOW). Part 1 discusses the mission of the CCLOW, the action-based research project during which the 12 literacy programs were conducted/studied, and the book's intended uses. Part 2 examines selected "woman-positive" actions/accomplishments of the 12 programs. Among the actions described are the following: giving women opportunities to talk to and help one another; visiting women in the community; developing a policy against sexual harassment; starting a women's committee; having women talk/write about their lives; making classes more feminist; developing resource booklets; and considering having the role of women in union-based literacy and coeducational literacy programs. Discussed in part 3 are the following findings of the exploratory study: several factors (violence, poverty, isolation, sex bias/discrimination) make literacy more difficult for women; literacy work is difficult but can be satisfying; and programs could be made more positive for women by starting woman-positive activities, ensuring that learning materials are realistic, and involving learners in decisions. (MN)

ED 396 181   CE 071 964

Lloyd, Betty-Ann; And Others
The Power of Woman-Positive Literacy Work. Program-Based Action Research.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 94
NOTE- 256p.; For related documents, see CE 071 962-965.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Adult Basic Education; *Adult Literacy; Change Agents; *Change Strategies; Educational Change; Educational Practices; Educational Strategies; Foreign Countries; *Literacy Education; Models; *Outcomes of Education; Program Development; Research Methodology; Theory Practice Relationship; *Womens Education
IDENTIFIERS- *Canada; Empowerment

The experiences of Canadian women in adult basic education and literacy (ABEL) were examined in a national research project during which 2 contact women from each of 12 ABEL programs across Canada spend one-half day each week "researching" their program's "woman-positive" activities and the consequences of those activities for staff, students, and their program as a whole. The 24 women spent their project time reflecting on their programs alone and with others, writing journals that were eventually sent to the project's coordinating researchers, and developing documentation of the personal, professional, political, and structural changes observed in their ABEL programs during the year-long research project. The 24 women represented a wide range of age groups (23-56 years old), educational levels (grade 12 to a postgraduate degree), and years of experience in adult basic education and literacy (1-20 years). The research revealed the diverse experiences of women in different ABEL programs in different parts of Canada, emphasized the difficulties in focusing attention on members of marginalized groups, highlighted the lack of information about literacy workers in Canada, and provided a model for program-based action research beginning with frontline workers' experiences. (Approximately 50% of this document is devoted to descriptions of the 12 programs studied. Contains 77 probation (ISP), (3) halfway houses and day centers, (4) fines and restitution, (5) probation, (6) community service, and (7) electronic monitoring and home detention. Items which address more than one of the above topics have been included in the general section. (TS)

ED 396 200 CG 027 098

McKitrick, Daniel S.
State/Provincial Psychological Association Social Issues Stances: Social Interventions.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counseling Services; Cultural Context; Ethnic Groups; Higher Education; Human Services; *Minority Groups; National Organizations; Policy; *Professional Associations; *Psychological Services; *Psychologists; Social Environment; Social Problems; *Social Services; Subcultures

Minority voices in Western psychology have been encouraging clinical and counseling psychologists for years to make their psychological interventions more relevant to minority group issues by attending to clients' social contexts. The National Council of Schools and Programs of Professional Psychology recently has responded by means such as incorporating social interventions into its guidelines for psychology practitioners. At the same time, clinical and counseling psychologists often have limited training and experience in doing these interventions. A literature review of social interventions reveals that state and provincial psychological associations provide excellent opportunities for practitioners to gain experience and competence in social intervention. Specific social intervention opportunities are discussed which are available through participation in state/provincial psychological associations, and pertinent issues are identified. (Contains 43 references.) (Author)

ED 396 201 CG 027 099

Claus, Richard N.; Quimper, Barry E.
Dropout Study, 1993-94. Evaluation Report.
PUB DATE- Mar 95
NOTE- 52p.; Appendix B contains filled type which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attrition (Research Studies); *Dropout Characteristics; Dropout Prevention; *Dropout Rate; *Dropout Research; Out of School Youth; Potential Dropouts; Public Schools; School Holding Power; Secondary Education; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *Saginaw City School System MI

The School District of the City of Saginaw (Michigan) has annually reported on the rate and nature of the dropout population; this dropout report is the fourth edition of the State defined generation of dropout reports. Two hundred twenty-four, or 8% of Saginaw's 2,805 students in grades 9-12,

Psychological Association's Society for the Psychological Study of Ethnic Minority Issues (Toronto, Ontario, Canada, August, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Elementary Secondary Education; Group Activities; *Group Behavior; Group Dynamics; *Group Membership; *Intergroup Relations; Racial Discrimination; Racial Identification; Self Concept; *Self Esteem; Social Behavior; *Student Subcultures
IDENTIFIERS- African Americans

Crocker and Major (1989) hypothesized three mechanisms by which members of stigmatized groups may protect self-esteem. The mechanisms are: (1) in-group social comparisons; (2) valuing/devaluing performance selectively; and (3) racial prejudice. A test of Crocker and Major's hypothesized mechanisms was produced with the development of the Protective Style Questionnaire (PSQ) which was administered to a sample of 78 African-American adolescents. Scores obtained from the PSQ indicated reliability estimates of .89, and high factor loadings supported the orthogonality of the three mechanisms. This study lends support to Crocker and Major's hypothesis that stigmatized people make in-group social comparisons as a way to protect self-esteem. The racial prejudice hypothesis was also endorsed, but less frequently, and the devaluing/valuing performance selectively hypothesis was endorsed sparingly. An appendix reprints the PSQ. Two tables and four figures present data and statistical analysis. (Author/TS)

ED 396 222 CG 027 139

Brock, Stephen E.
The Reading Comprehension Abilities of Children with Attention-Deficit/Hyperactivity Disorder.
PUB DATE- 15 Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; *Attention Deficit Disorders; Attention Span; Behavior Disorders; Emotional Disturbances; Hyperactivity; Intermediate Grades; *Learning Disabilities; *Learning Problems; *Reading Comprehension; Reading Research; *Reading Skills

The reading comprehension abilities of 21 intermediate grade children, previously diagnosed as having Attention-Deficit/Hyperactivity Disorder (ADHD), were compared to 21 carefully matched age/grade peers who did not have this disorder. The study investigated ADHD and Comparison group differences in different levels of comprehension (microprocessing and macroprocessing), in the metacognitive skill known as comprehension monitoring, and examined whether ADHD symptom severity correlated with reading comprehension ability. Results supported two of the study's four hypotheses: (1) ADHD children obtained lower reading comprehension test scores than did their carefully matched peers in the Comparison group; and (2) greater ADHD symptom severity predicted lower reading comprehension test scores. Results failed to support

(Franca Fedele); (4) "Students Telling Stories: Inquiry into the Process of Learning Stories" (Judy Caulfield); (5) "A Language Experience Approach to Elementary Geometry" (Monica McGlynn-Stewart); (6) "Technology and Reflection: Knowing Our World and Our Work" (Jeannine St. Pierre-Hirtle); (7) "Collaboration, Community, and Communication: Models of Discourse for Teacher Research" (Zoe Donoahue); (8) "Collaborative Inquiry: The Practice of Professional Development" (Flavia Churchill); and (9) "Wild Dreams and Sober Cautions: The Future of Teacher Research" (Marian M. Mohr). Contains author and subject indexes. (RS)

ED 396 242 CS 012 479

Honig, Bill
Teaching Our Children To Read: The Role of Skills in a Comprehensive Reading Program.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Early Childhood Education; Intermediate Grades; Literature Reviews; *Phonics; *Reading Improvement; *Reading Instruction; *Reading Research; *Reading Skills; Skill Development; Spelling; Student Evaluation; *Whole Language Approach
IDENTIFIERS- Beginning Writing; *Educational Issues

Presenting the viewpoint that teaching reading is not an "either/or" situation of phonics versus whole language, this book offers a comprehensive compilation of research and best practice on the specifics of skill development and how skills should be organized, taught, and integrated into the language arts program. The book helps educators understand the importance of skill development strands in teaching children to read and provides guidance on the instructional and curricular issues that must be addressed if they are to successfully integrate whole language principles with the necessary foundation skills and successfully teach all children to read. Chapters in the book are: (1) The Case for a Balanced Approach; (2) What Skilled Readers Do; (3) Beginning-to-Read Instruction for Preschool and Kindergarten; (4) Beginning-to-Read Instruction for Early First Grade; (5) Reading Instruction for Middle First Grade to Upper Elementary Grades; (6) Spelling, Beginning Writing, and Vocabulary; (7) Comprehension and Assessment; (8) Writing and Speaking; (9) Frequently Asked Questions; and (10) Conclusion and Lessons Learned. Contains 116 references. Appendixes present the 24 major points of the role of skills in a comprehensive elementary reading program, and a reading skills curriculum timeline--preschool through fifth grade. (RS)

ED 396 243 CS 012 483

Fasko, Sharla Nichols
A Peer Tutoring Intervention for Sight-Word Recognition.
PUB DATE- Mar 96
NOTE- 15p.; Paper presented at the National Association of School Psychologists Annual Convention (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- Communication Context; Learning Environment;
*Student Empowerment; *Teacher Student Conferences

A study examined three examples of classroom reading conferences. Subjects (students and teachers) were in grades 4, 7, and 12. Conversations between the teachers and their students serve to illustrate the different learning environments in each classroom. Results indicated that all three teachers wanted to: (1) provide students an opportunity to talk about their impressions of a book in a non-competitive setting; (2) promote student choice in literature to motivate continued reading; and (3) individualize instruction to support understanding of literature concepts or terminology. Findings suggest that time and place affected the one-on-one situation and, thus, the success of the conferences--seventh graders had inadequate time for individual reading conferences because their teacher had no assistant. The same was true for grade 12, while the fourth grade teacher felt that her conferences worked because she could send students out of the room with adult helpers. For the most part, the teachers' and students' evaluations of successful conferences were connected with how effectively the students had clarified their understanding of a text, how much they had talked, and how much control they had taken during the conference situation. Further research on reading conferences is suggested for the beginning teacher and the second language student. (CR)

ED 396 264   CS 012 509

Edwards, Peter
Seven Keys to Successful Study. Second Edition.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Content Area Reading; Foreign Countries; *Learning Strategies; *Metacognition; *Skill Development; Student Needs; Study Habits; *Study Skills; Thinking Skills
IDENTIFIERS- *Knowledge Acquisition; *Memory Training

Designed for those students who do not know how to study effectively, this book emphasizes practical, proven ways of learning. The book explains key concepts and gives examples, followed by graded exercises to let the student build a successful study program. Students will learn how to: (1) manage time; (2) set study goals; (3) listen actively; (4) read quickly and efficiently; (5) grasp the meaning of tables and graphs; (6) prepare notes; and (7) recall information for tests and exams. The book offers a range of learning strategies based on the most recent learning research. It encourages students to develop the use of metacognition--the ability to think about their thinking. The book helps students to learn to analyze a situation, decide what skills or strategies are needed to gain understanding, and how to apply those skills to achieve success. Learning objectives and important vocabulary and concepts are clearly spelled out for students at the beginning of each chapter in the book. The Feedback Journal at the end of each chapter ensures that students know what they have learned and what must still be learned. The book concludes with appendixes on test preparation; test techniques; important test words; writing a paper; and study techniques. (NKA)

*Theses; *Writing Skills
IDENTIFIERS- *Technical Communication; Writing Contexts

Designed to be useful in the preparation of a research proposal, a culmination report of completed research, a thesis or a dissertation, this paper discusses each chapter of these various reports and offers samples of what is typically included under each subheading. Sections of the paper address the "problem" (including problem statement, hypotheses, significance of the problem, limitations, and organization of the remainder of the report); the review of the literature; methodology or procedures (instrumentation, data collection, data analysis, and summary); results or findings (demographic data, headings related to hypotheses stated earlier, and summary); summary, conclusions, and recommendations; and appendixes. The paper concludes with a final set of advice, including avoiding adverbs and personal pronouns, writing in third person, using past tense (except for proposals), and not directly identifying persons involved as subjects. (RS)

ED 396 285 CS 215 250

Whitin, Phyllis
Sketching Stories, Stretching Minds: Responding Visually to Literature.
PUB DATE- 96
NOTE- 157p.; Foreword by Jerome C. Harste.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Class Activities; *Creative Activities; *English Instruction; *Freehand Drawing; Grade 7; Instructional Innovation; Intermediate Grades; *Literature Appreciation; *Reader Response; Secondary Education
IDENTIFIERS- Artistic Thought; *Response to Literature; Sketching; *Visually Evoked Responses

This book captures the power of young people's visual responses to literature. It recounts the experience of a teacher who encouraged her students to respond to their readings through sketched interpretations--and, like pieces of writing, the sketches became a vital part of the curriculum as vehicles for discussion and reflective tools for understanding. The book shows how the strategy was implemented and refined to fit the needs of a seventh-grade classroom. From that perspective, the book is a model for teacher research. The book should be especially useful for upper elementary, middle, and high school teachers looking for ways to expand literary interpretation and self-evaluation in the classroom. (NKA)

ED 396 286 CS 215 258

Donoghue, Mildred R.
Literature Connections in Six Current Math Series for Grades K-2.
PUB DATE- 96
NOTE- 7p.; Paper presented at the Annual West Coast Literacy Conference (Anaheim, CA, March 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cultural Context; Educational Change; *Educational History; *Educational Needs; Educational Objectives; Educational Philosophy; *Educational Principles; *Ethics; *Literacy; Standards
IDENTIFIERS- *Educational Issues; Historical Influences

In American schools today there are a number of legacies from historical and cultural traditions. Writing construction in United States elementary schools was primarily in penmanship even into the first decades of the 20th century. Composition courses were introduced into the college curriculum during the late 1800s when a required freshman composition course was implemented by Harvard University. To this day, it is still the custom to teach reading and writing in separate classes. Students are constrained to write in the Western and masculine Aristotelian form of discourse, conditioned to think in terms of authority, hierarchy, and binary oppositions. Good writing, for example, means writing like a White Anglo-Saxon man. In the United States, literacy education has always been used to shape the values and beliefs needed by prevailing cultural and political forces. Tracking in language instruction programs students for social and economical hierarchies. Literacy instruction attempts to exclude all other discourses with different grounds for the production and organization of knowledge, resulting in far too many students having their voices fragmented or silenced. Ethical educators cannot perpetuate a curriculum which reflects the ideology of only the socially and economically privileged. Skills, drills, multiple choice questions, and formulaic writing patterns fail to reflect the various and evolving purposes for literacy needed for the 21st century. Students must not be denied access to varying points of view. (The Code of Ethics of the Educational Professional is appended; contains nine references.) CR)

ED 396 306 CS 215 347

Neukam, Beth; Gilman, David A.
Language Arts Instruction Time.
PUB DATE- 20 May 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Educational Research; *Grade 8; *Instructional Effectiveness; *Instructional Improvement; Junior High Schools; *Language Arts; Middle Schools; Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- Indiana ISTEP Test; *Middle School Students; T Test

A study examined students' achievement increases to determine whether improvement resulted from spending a longer amount of time on language arts. Subjects of the study were 149 freshmen who attended Northeast Dubois Middle and High Schools in Indiana. During the eighth grade, 77 of those students had one 45-minute language arts period in 1992 and the other 72 had two 45-minute periods of language arts the following year. The comparison was based on reading, language, and total battery scores from the statewide Indiana Test for Educationasl Progress (ISTEP); a one-tailed t-test was used to determine the significance of the scores. Results indicated that there was a significant difference in language at the .01 level, and no significant difference in reading or total battery scores at the .05 level. Findings suggest that increasing the amount of time spent in language arts instruction may be a viable way to increase student achievement. (One table of data is included, contains five references.) (Author/CR)

Classroom of Rote Learners or Critical Thinkers" (Mary Jane Reed); "Developing Leadership: An Innovative Writing Tutor Program" (Roger Ochse); "The Search: One Teacher's Journey" (Jane Pope); and "A Technology Happening Touches the Future" (Susan Smith). Articles in number 4 deal with authentic assessment and are "Classrooms as Communities of Writers" (Nancy L. Hadaway); "Portfolios in the Classroom: Research and Experience" (Thomas W. Jones); "Six Strategies to Promote Assessment and Innovation" (Jane Brady Matanzo); and "Engaging Reluctant Readers through Shared Poetry Experiences" (Marilyn S. Davis and Gerry A. Coffman). (RS)

ED 396 326 CS 215 381

Selected Papers Presented at the Annual Convention of the American Journalism Historians Association (Tulsa, Oklahoma, September 28-30, 1995). Part I.
PUB DATE- Sep 95
NOTE- 371p.; For Part II, see CS 215 382.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Colonialism; *Journalism; *Journalism History; Journalism Research; *Mass Media Role; *Newspapers; Press Opinion; Social History; *United States History
IDENTIFIERS- Historical Research; *Journalists

The 13 papers presented in this collection all deal with journalism and journalists from colonial America through the 19th century. The papers and their authors are: "'The Presence of God Was Much Seen in Their Assemblies': Religious News in Colonial America" (David A. Copeland); "And So They Came: The Persuasive Effect of American Settlement Literature during the Colonial Era" (Julie Hedgepeth Williams); "The Impact of the American Revolution on the Occupational Ideology of Journalists: A Comparison of Pre- and Post-Revolution Prospectuses" (Patricia L. Dooley); "Trade, Treachery, and Daily Necessities: The Significance of the Sea to Colonial Newspapers" (David A. Copeland); "The Press and the War of 1812" (Susan Thompson); "'A Tincture of Madness': The Failure of Benjamin Franklin's West Indies Printing Partnerships" (Ralph Frasca); "'The Earnest Endeavor': Andrew Brown's Role in Philadelphia's 1793 Yellow Fever Epidemic" (Mark A. Smith); "Constantine Rea: An Antebellum Editor" (Nan Fairley); "The Rise of the Fact and 'Naive Empiricism' in Journalism and the Sciences, As Seen in the Great Cholera Epidemics of 1832, 1849, and 1866" (David T. Z. Mindich); "Observers of Crisis and Compromise: The Washington Correspondents of 1850" (Mark J. Stegmaier); "With Respect and Admiration--Walter Mason Camp, Journalist of the Little Big Horn" (Warren E. "Sandy" Barnard); "Domesticity and Municipal Housekeeping Concerns in the Writing of Women Journalists during the Nineteenth Century" (Agnes Hooper Gottlieb); and "From an Incautious Heroine, Ishbel Ross: Arms Outstretched beneath a Backward-Billowing Old Glory" (Beverly G. Merrick). (NKA)

ED 396 327 CS 215 382

Selected Papers Presented at the Annual Convention of the American Journalism Historians Association (Tulsa, Oklahoma, September 28-30, 1995). Part II.
PUB DATE- Sep 95
NOTE- 353p.; For Part I, see CS 215 381.
LANGUAGE- English

Adventure-Based Learning across Domains.
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Paul, MN, April 18-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Group Dynamics; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; Introductory Courses; *Listening Skills; Nonverbal Communication; *Public Speaking
IDENTIFIERS- *Adventure Based Learning (Communication Strategy); Communication Strategies

With "adventure-based" learning, instructors present activities in a way that allows the group to develop its own abilities, with guidance from the instructor when appropriate. Adventure-based learning activities (which emphasize the importance of play) lend themselves to inclusion in the basic speech communication course, particularly when teaching concepts associated with public speaking and interpersonal communication. A "hog call" exercise acts as a vehicle to allow students to get to know one another better. The "It Ain't Me Babe" exercise is a non-verbal way for students to get to know one another. In the "Warp Speed" exercise, students work together toward a common goal. The "Mine Field" exercise is an effective activity to demonstrate the importance of listening. (RS)

ED 396 347 CS 509 280

Garside, Colleen
Teaching and Learning with Electronic Mail: Pedagogical Perspectives.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Paul, MN, April 17-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Computer Assisted Instruction; *Electronic Mail; Higher Education; *Instructional Innovation; *Journal Writing; *Learning Strategies; Student Reaction; Teaching Methods; Writing Assignments
IDENTIFIERS- *Learning Environment; Technology Integration; Writing Contexts; *Writing Thinking Relationship

This paper explores various pedagogical perspectives regarding the use of electronic mail in the classroom as a supplemental and alternative teaching and learning strategy. The paper suggests keeping an electronic journal as a form of writing to clarify and reinforce concepts discussed in class. A brief summary of strategies and assignments are described in the paper. The paper states that the utilization of electronic mail changes the communication process, altering students' relationships to the instructor, to other students, and to the learning environment, and offers examples of those effects. Advantages to using electronic mail, including convenience, by each of the 50 states and Puerto Rico as of February 12, 1996. Reform refers to four broad categories--school choice, services that are contracted out to private entities, deregulation or decentralization (for example, charter schools), and accountability through strong academic standards and assessment mechanisms. Data show that 16 states permit statewide public school choice; 13 states have ongoing public school choice within some or all school districts; 11 states have charter schools that offer real autonomy; and 26 programs offer private-sector scholarships. Two communities and one state offer publicly sponsored full school choice. (LMI)

ED 396 367 EA 027 568

English, Fenwick W.
Promising Directions in Case-Problem- and Narrative-Based Teaching in Educational Administration.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Critical Theory; *Educational Administration; *Educational Philosophy; Educational Research; Elementary Secondary Education; Scientific Attitudes; Teaching Methods
IDENTIFIERS- *Metanarratives; *Positivism; *Postmodernism

This paper argues that case-based and problem-based approaches to teaching educational administration are inherently anchored in positivist notions of science. Both approaches are embedded in prepartitioned landscapes, or "metanarratives." The metanarrative world view rejects the premise that there is one way to view the discipline and that students should ruthlessly deconstruct each of the metanarratives. The field of educational administration should be viewed as containing different kinds of metanarratives or stories. Implications for educational administration include: (1) Educational administrators have a responsiblity to be intellectually honest about their enunciative field; (2) the "scientific" label should be eliminated from our discourse; and (3) inquiry in the discipline should be more contextually dependent. (Contains 30 references.) (LMI)

ED 396 368 EA 027 585

Carr, Carolyn S.
Mexican American Female Principals--In Pursuit of Democratic Praxis and a Legacy of Caring.
PUB DATE- Oct 95
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Salt Lake City, UT, October 28-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Bilingual Education; Elementary Secondary Education; Hispanic American Culture; Hispanic Americans; *Leadership Styles; *Mexican Americans; *Principals; *Women Administrators

Musser, Martha P.
Development of a Policy-Relevant Classification System for School Districts.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Demography; Elementary Secondary Education; Enrollment Trends; Evaluation Criteria; Fiscal Capacity; *Public Schools; Rural Schools; *School Districts; Suburban Schools; Urban Schools
IDENTIFIERS- *New York

This paper presents findings of a study that developed a classification system for 687 New York State public school districts. The system grouped similar districts and illustrated the relationship among student demographics, resources, and performance. The classification scheme was developed in three stages: (1) an examination of four unidimensional systems; (2) the derivation of a multidimensional system using cluster analysis; and (3) the development of a criterion-based multidimensional system that mimicked the system found in stage 2. The resulting school-district summary groups clearly differentiated districts on the basis of a variety of demographic, resource, and performance measures. The classification system identifies high performing schools in economically disadvantaged groupings. Students in rural schools achieve at higher levels than do students in urban and suburban environments. Data tabulated according to the scheme support numerous Board of Regents proposals, including those to distribute state aid to schools to achieve greater equity of fiscal resources; improve teacher recruitment for inner city schools; and provide staff development to allow teachers to better meet the diverse needs of students, particularly those from low income and minority families. Five tables are included. (Contains 14 references.) (Author/LMI)

ED 396 388 EA 027 612

Fowler, Frances C.
Meaningful Competition? A Study of Student Movement under Interdistrict Open Enrollment in Ohio.
PUB DATE- 96
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Admission (School); *Educational Economics; Educationally Disadvantaged; Elementary Secondary Education; Free Choice Transfer Programs; *Free Enterprise System; *Open Enrollment; Rural Schools; *School Choice; School Districts; Suburban Schools; Urban Schools
IDENTIFIERS- *Ohio

This paper presents findings of a study that analyzed participation patterns and the movement of students and state funds in Ohio during the 1993-94 school year, the first year during which Ohio's interdistrict open-enrollment law was fully implemented. The theoretical framework for the study was drawn

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; *Administrator Characteristics; Analysis of Variance; Elementary Secondary Education; Instructional Leadership; *Leadership Qualities; Leadership Styles; *Organizational Climate; *Principals; School Administration; Teacher Administrator Relationship

This paper presents findings of a study that examined how principals' instructional management behaviors are conditioned by contextual factors such as principals' personal characteristics, school district conditions, and other external factors. The study used the instructional leadership model advocated by S. T. Bassart, D. C. Dwyer, R. Rowan and G. V. Lee (1982) to analyze the national database available from the Schools and Staffing Surveys (SASS) established by the National Center for Education Statistics (NCES). Findings suggest that a number of contextual factors significantly influenced principals' effectiveness in instructional management. Overall, factors such as gender, age, education, work experience, school size, urbanicity, and percentage of minority enrollment were tested as significantly related to principals' perceived effectiveness in instructional leadership, either positively or negatively. Some factors that were previously assumed to be important factors were found to be insignificant. For example, principals' training, their academic major in education administration, their school's cultural diversity, and affluence level of students' families did not seem to affect principals' instructional management behaviors. Thirteen tables and one figure are included. (Contains 38 references.) (LMI)

ED 396 409 EA 027 638

Hipp, Kristine A.
Teacher Efficacy: Influence of Principal Leadership Behavior.
PUB DATE- Apr 96
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Incentives; Intermediate Grades; Junior High Schools; Leadership; *Leadership Qualities; *Leadership Styles; Middle Schools; Organizational Climate; *Principals; *Self Efficacy; *Teacher Administrator Relationship; Teacher Effectiveness; Teacher Influence
IDENTIFIERS- *Wisconsin

This paper presents findings of a study that explored the relationships among principals' leadership behaviors and teacher efficacy in Wisconsin middle schools involved in building-level change efforts. An adaptation of Bandura's social cognitive learning theory of self-efficacy (A. Woolfolk and W. Hoy 1993) provided the theoretical framework. Phase 1 of the research surveyed 10 principals and 280 teachers from 10 middle schools. Principals and teachers completed The Nature of Leadership Survey (Leithwood 1993) and teachers completed an adapted version of S. Gibson and M. Dembo's Teacher Efficacy Scale (1984). Data for phase 2 were collected through interviews with the 10 principals and 34 teachers. The data indicate that three of Leithwood's transformational leadership behaviors--modeling behavior, inspiring group purpose, and

Clune and Richard J. Murname provide comments. References accompany each chapter. A total of 37 tables, 4 figures, and an index are included. (LMI)

ED 396 429 EA 027 666

Cohan, Audrey; And Others
Sexual Harassment and Sexual Abuse: A Handbook for Teachers and Administrators.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Court Litigation; *Educational Environment; Educational Policy; Elementary Secondary Education; *Grievance Procedures; Homophobia; Prevention; Sanctions; School Safety; *Sexual Abuse; *Sexual Harassment

This handbook offers strategies for ending sexual abuse and sexual harassment of students by other students or staff members. Chapter 1 discusses how to define sexual harassment and abuse, provides a review of literature, and reviews pertinent laws and litigation. The second chapter presents step-by-step procedures for handling a complaint of sexual abuse by a staff member, by a peer, or by an adult. Chapter 3 describes measures to prevent sexual harassment and abuse, which include: create a gender-equitable classroom; incorporate gender equity into existing practices; eliminate name calling via the classroom; educate and empower students; and develop or expand peer education programs. Suggestions are also offered for educating parents and the community and for addressing homophobia. Appendices contain lists of videotapes, other media, and organizations; and an annotated bibliography of 26 resources. (Contains 34 references and 56 suggested-reading references.) (LMI)

ED 396 430 EA 027 667

Rossi, Robert; Daugherty, Shannon
How Safe Are the Public Schools: What Do Teachers Say? Issue Brief.
PUB DATE- Apr 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Aggression; Elementary Secondary Education; *Public Schools; *School Safety; *School Security; School Size; *Teacher Attitudes; *Violence
IDENTIFIERS- *Weapons

In 1987-88, 1990-91, and 1993-94, the National Center for Education Statistics' Schools and Staffing Survey (SASS) presented teachers in public schools throughout the United States with a list of school-related problems and asked for ratings of their severity in their schools. This brief examines two safety-related matters, physical conflicts among students and weapons possession, and presents the percentages of public school teachers who considered these matters as moderate or serious in their schools. The data show that from 1987-88 to 1993-94, increasing percentages of public elementary and the advantages and disadvantages of student cohorts, the key role of reflection within a program, the authenticity and connectedness provided by internships, and the importance of mentoring relationships. It offers a training model called the Strategic Model for Administrator Preparation, which integrates adult learning principles and cognitive psychology theory. The model views administrator preparation as a lifelong learning activity and prepares future educators to be reflective thinkers. Components of the model include situated learning, modeling, coaching, reflection, articulation, exploration, and authentic assessment. One figure is included. (Contains 35 references.) (Author/LMI)

ED 396 448 EA 027 698

Davidson, Betty M.; Dell, Geralyn L.
Transforming Teachers' Work: The Impact of Two Principals' Leadership Styles.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; Elementary Education; *Leadership Styles; Organizational Change; Organizational Development; Participative Decision Making; *Principals; Quality of Working Life; Staff Development; *Teacher Administrator Relationship; Teacher Morale

A restructured school setting necessitates a major change in the principal's role. For example, the principal must not only espouse certain values, but practice them at the "in-use" level as well. This paper compares and contrasts the leadership styles of two principals who participated in the implementation of a restructuring effort, the Accelerated Schools Project. The study was set in a rural Louisiana school that served a high proportion of at-risk students. Data were gathered through informal interviews with and observations of 26 teachers and through indepth interviews with 6 teachers and the current principal. In 1991, the former principal and the teachers chose to implement the project with the support of the central-office administration. The second principal entered at the start of the project's second year. She recognized the importance of teacher inquiry for encouraging and developing innovation and trusted them to teach in creative ways. Teachers reported that the first principal did not apply the project's philosophy to the in-use level; teachers remained isolated and were not included in decision making; and some teachers continued to use traditional remedial work for at-risk children. According to teachers' accounts, the second principal showed that she was a team player, exhibited flexibility and took risks, treated the teachers as professionals, and trusted them to use creative strategies. In summary, restructuring the principal-teacher relationship is a key element in school restructuring. (Contains 12 references.) (LMI)

ED 396 449 EA 027 699

Feuerstein, Abe
Interest Groups and the Shift from Appointed to Elected School Boards.
PUB DATE- Apr 96

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adventitious Impairments; Audiology; Clinical Diagnosis; Communication Disorders; Congenital Impairments; Deafness; Diseases; Etiology; Federal Aid; Federal Government; Financial Support; *Government Role; *Hearing (Physiology); *Hearing Impairments; Intervention; Medical Research; Phonology; Rehabilitation; Research and Development; *Research Needs; *Research Projects; Strategic Planning; *Voice Disorders
IDENTIFIERS- *National Institute Deafness Other Commun Disorders

This monograph presents an update to the strategic plan of the National Institute on Deafness and Other Communication Disorders (NIDCD), focusing on recent accomplishments, program goals, strategies, and priorities in research opportunities in the areas of hearing/hearing impairment and voice/voice disorders. Specifically considered for the hearing area are research needs in transduction and homeostasis, sound processing in the brain, auditory perception, and aging and regeneration of sensory cells. For hearing impairment, research plans are outlined in the areas of hereditary hearing impairment; acquired sensorineural hearing loss; otitis media, otosclerosis, and other middle-ear disorders; and assessment, diagnosis, treatment, and rehabilitation. For voice and voice disorders, research is suggested on: (1) normal structure and function (including laryngeal physiology, lifespan changes, exceptional behavior, and anatomy and physiology of swallowing); and (2) diagnosis and treatment of voice disorders (vocal fold neoplasms, vocal fold lesions and glottal insufficiencies, neurogenic disorders, gastroesophageal reflux, and technology). An executive summary is provided. Appended is the text of Public Law 100-553 which established the Institute. (DB)

ED 396 470 EC 304 849

Parrish, Thomas B.
Special Education Finance: Past, Present, and Future. Policy Paper Number 8.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Finance; *Educational History; Educational Trends; Elementary Secondary Education; Enrollment Trends; Federal Aid; *Financial Policy; Futures (of Society); Government Role; Pilot Projects; School Based Management; *Special Education; State Aid; State Federal Aid; State School District Relationship; *Trend Analysis
IDENTIFIERS- Florida; *Funding Formulas; State Policy

This monograph offers an overview of historical trends in the funding of special education programs, examines current issues, and considers directions for the future. After an introductory section, a section on historical perspectives notes trends in federal and state funding since 1975. A table shows the current funding formulas used by each state. Section 3 discusses federal fiscal policy issues including: census-based funding, fiscal disincentives for least restrictive placements, the "incidental benefit" rule, blended funding and service provision, and poverty adjustment. Section 4 evaluates various

Turnbull, Ann P.; And Others

Exceptional Lives: Special Education in Today's Schools.

PUB DATE- 95

NOTE- 670p.; Supplementary materials are available, including a student study guide, transparencies, an instructor's manual, videos, and a test bank.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Access to Education; Autism; Behavior Disorders; *Disabilities; Educational Change; Educational Methods; Educational Policy; Educational Principles; *Educational Trends; Elementary Secondary Education; Emotional Disturbances; Gifted; Head Injuries; Hearing Impairments; *Inclusive Schools; Language Impairments; Learning Disabilities; Mental Retardation; Multiple Disabilities; Neurological Impairments; Physical Disabilities; Regular and Special Education Relationship; Severe Disabilities; *Special Education; Special Health Problems; Speech Impairments; *Student Characteristics; Student Evaluation; *Teaching Methods; Visual Impairments

This introductory text on special education combines principles and values with classroom techniques, uses real people in real schools to illustrate principles and techniques, and advocates the inclusion of students with disabilities in all aspects of schooling with the provision of supplementary supports and services. Three introductory chapters discuss: today's students, families, friends, and communities; current trends concerning zero reject policies, nondiscriminatory evaluation, and appropriate education; and the inclusion and collaboration movements. The following 12 chapters address specific disabling conditions or exceptionalities. Each chapter typically offers vignettes of real students, categorical information, evaluation procedures, issues for professionals (focusing on curriculum and methods that promote inclusion and collaboration), program options, a vision for the future, and suggested resources and references. The 12 chapters address: (1) learning disabilities, (2) emotional or behavioral disorders, (3) mental retardation, (4) severe and multiple disabilities, (5) autism, (6) giftedness, (7) health impairments, (8) physical disabilities, (9) speech and language disorders, (10) hearing loss, (11) blindness and low vision, and (12) traumatic brain injury. A glossary is included. (Contains over 1000 references.) (DB)

ED 396 488 EC 304 868

Cooperative Electronic Library on Disability. CO-NET: Cooperative Database Distribution Network for Assistive Technology. 9th Edition CD-ROM .

PUB DATE- 96

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- that promote inclusion and coll ,Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Accessibility (for Disabled); Agencies; *Assistive Devices (for Disabled); *Databases; *Disabilities; Federal Legislation; Federal Regulation; *Information Sources; *Merchandise Information; *Rehabilitation; Services

IDENTIFIERS- *Electronic Libraries

This CD-ROM contains the complete Cooperative Electronic Library on Disability, which includes computer-searchable databases listing disability-related products, services, and information

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Aggression; *Attention Deficit Disorders; Behavior Problems; *Cognitive Restructuring; Conflict; *Coping; Elementary Secondary Education; Family Problems; Followup Studies; *Hyperactivity; Intervention; *Outcomes of Treatment; Parent Attitudes; Parent Child Relationship; Peer Relationship; Program Effectiveness; *Student Adjustment; Student Attitudes; Student Development

A follow-up investigation evaluated the adolescent outcomes of 10 children with attention deficit hyperactivity disorder who had been treated 5 or more years earlier at a university school clinic with a multimodal treatment program called the Cognitive Academic Social Treatment program. The study hypothesized that adolescents and parents would have different beliefs about how the adolescent was functioning with respect to impulsiveness, inattentiveness, and hyperactivity. Ten of 65 surveys were returned and analyzed. Independent variables studied included: length and type of treatment, age treatment began, degree of aggression, socioeconomic status of family, and academic services. Dependent variables included family conflict, peer relationships, and school progress. Results indicated that parents reported their adolescents had significantly more conflict in their lives than adolescents themselves reported, suggesting that the strategies taught in the program for coping with problems had not been internalized. Results supported previous findings that multimodal intervention programs in childhood do not have significant positive effects in adolescence. Research on effects of continuous multimodal group therapy (from childhood through adolescence) is urged. (Contains 12 reference.) (DB)

ED 396 507 EC 304 889

Combs, Wendy LeeAnn; Gilman, David Alan
Training State Child Service Coordinators in Creative Problem Solving.
PUB DATE- 15 May 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; Community Programs; *Creative Thinking; Group Dynamics; *Instructional Effectiveness; Leaders; *Problem Solving; Program Effectiveness; Program Evaluation; Self Evaluation (Individuals); Social Workers; *Staff Development; Training Methods; Validity; Workshops

The preliminary findings of the evaluation of the training program, Creative Problem Solving, are presented. The training was provided through the Blumberg Center for Interdisciplinary Studies in Special Education at Indiana State University. Twenty-one state and county child service coordinators participated in the training on a voluntary basis. Participants completed a pretest measure, the "Facilitator Self-Evaluation," prior to the training and two and four months after the training. Statistical significance was obtained on six dependent variables on the evaluation instrument. However, major concerns (such as high pretest self-evaluations) regarding the validity of the instrument in this situation are raised. (Author/DB)

ED 396 508 EC 304 890

Weber, Lisa A.; And Others

A Practical Grammar of the St. Lawrence Island/Siberian Yupik Eskimo Language. Preliminary Edition.
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English; Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; *Eskimo Aleut Languages; Form Classes (Languages); *Grammar; Higher Education; *Language Patterns; Native Speakers; *Phonology; *Regional Dialects; Second Languages; Spelling; Uncommonly Taught Languages; *Yupik
IDENTIFIERS- Alaska

The grammar of the St. Lawrence Island/Siberian Yupik Eskimo language was written for college-level classes containing a mixture of Yupik speakers and non-speakers, and for students learning the language on their own. It uses only the Central Siberian Yupik dialect spoken on St. Lawrence Island (Alaska) and on a small portion of the Asian mainland. The first chapter gives an overview of Yupik phonology, spelling, and syllabification. Subsequent chapters address specific form classes and grammatical constructions in detail. Exercises are included with each chapter. Appendixes contain charts of noun case endings, verb mood endings, and personal pronouns, and a summary of the ways in which base-final /te/ is affected by suffixes. (MSE)

ED 396 530 FL 023 873

Temps d'Educacio. Revista de la Divisio de Ciencies de l'Educacio (Educational Times. Journal of the Education Sciences Department. Volumes 1 & 2).
PUB DATE- 89
NOTE- 3,736p.
LANGUAGE- Catalan
EDRS Price- MF35/PC150 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Literature; Aesthetic Values; Childrens Literature; *Computer Assisted Instruction; *Educational Change; Educational Economics; Elementary Secondary Education; Ethics; Foreign Countries; French; Higher Education; *Integrated Services; Moral Values; *Physical Education; Public Education; Religion; School Business Relationship; *Second Language Learning; Sex Bias; Spanish; Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- Bernstein (Basil); Catalan; Freire (Paulo); Spain

Each of the 12 issues of this Catalan-language journal offers book reviews and articles on general issues in education. Some issues contain a Spanish-language translation of the Catalan articles; issues 3 and later contain only Spanish-, English- and French-language abstracts of included articles with keyword references. Number 1 (1st. semester 1989) examines the work of Paulo Freire and the educational reform project. Number 2 (2nd. semester 1989) addresses the work of Basil Bernstein and educational values in a democratic society. Number 3 (1st. semester 1990) highlights instruction and the learning of foreign languages and public universities and administrations. Number 4 (2nd. semester 1990) discusses physical education and the permanent establishment of teacher training nrograms in Spain. Number 5 (1st. semester 1991) contains articles dealing with the university and commerce/business and articles on Spain's role in the educational environment in the new European community. Number 6 (2nd. semester 1991) addresses school integration and sexism in education. Number 7 (1st semester encourages development of participation by population groups with low levels of culture and schooling; and development of participation and the global approach to problems determine the development of forms of positive discrimination in favor of low-skilled youth and a general push toward equal opportunities. Four recommendations regarding developing guidance services for low-skilled young Italians were presented. (Contains 95 references. Appended are 29 tables of data regarding exclusion of low-skilled young Italians from work and school.) (MN)

ED 396 070   CE 070 118

Maaloe, Inger
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in the European Community. Young People in Denmark and Their Need for Guidance. National Report.
PUB DATE- Feb 94
NOTE- 91p.; For related documents, see CE 070 114-121 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Counseling Services; Dropouts; Educational Needs; Education Work Relationship; Foreign Countries; Higher Education; Individual Needs; Literature Reviews; National Surveys; Needs Assessment; *Program Improvement; Secondary Education; Unemployment; Vocational Education; *Youth Employment; *Youth Opportunities
IDENTIFIERS- *Denmark

A study examined the vocational guidance services available to youth in Denmark. The study focused on the following: use of existing vocational guidance services (including services available through basic general education, the Youth Guidance Scheme, secondary education, vocational training, and higher education and through Denmark's Public Employment Service and Unemployment Insurance Funds) by Denmark's youth; potential problem areas in existing vocational guidance services; and strategies for remedying those problems. It was discovered that young Danes have good access to and make substantial use of the various guidance schemes existing in and around Denmark's education and labor market services systems. The special vocational guidance needs of chronically unemployed youths and youths who either drop out of school or change course in Denmark's education system were examined in depth, and recommendations for improving the following aspects of vocational guidance services available to Denmark's youth were formulated: organization, methods, content, staff training, resources, and internationalization. (Contains 63 references.) (MN)

ED 396 071   CE 070 119

Howieson, Cathy; And Others
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in the European Community. Young People in Full-Time Employment and Homeless Young People in the United Kingdom. 2nd Edition. National Report.
PUB DATE- Nov 93
NOTE- 63p.; For related documents, see CE 070 114-121 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

organizations is appended.) (MN)

ED 396 090 CE 070 994

Governor's Council on School-to-Work Transition. Final Report. Second Edition.
PUB DATE- 23 Mar 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Standards; Advisory Committees; *Change Strategies; Cooperative Planning; *Educational Change; Educational Cooperation; Educational Practices; Educational Quality; *Education Work Relationship; Elementary Secondary Education; Program Improvement; *Statewide Planning; *Systems Approach; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Washington

In January 1994, Washington's governor asked 28 representatives of business, labor, education, government, and the public (parents and students) to participate in the Governor's Council on School-to-Work Transition. The council spent 9 months examining the issue of school-to-work transition and formulating an action plan for establishing a statewide system of school-to-work transition. After identifying obstacles to the creation of a school-to-work system, the council developed a vision of a transition system that extends from career awareness activities (in grades K-10) through career preparation and specialization (in grades 11-12). Among the 10 recommendations formulated by the council were the following: broaden development of work-based learning that is coordinated with what students are learning in school; expand/accelerate development of industry-defined skill standards; encourage development of educational pathways customizing high school students' courses of study and integrating academic and occupational education; increase the ability of business and labor to participate in developing/implementing school-to-work transition activities; address the needs of special populations; and create a sustained, coordinated public information campaign to raise public awareness of the need for a school-to-work transition system. (Appended is a school-to-work transition best practices template.) (MN)

ED 396 091 CE 071 233

Baechlin, Dan; Proper, Len
Models of Excellence: A Review of Ohio's Award-Winning Workplace Literacy Programs. 1996 Supplement.
PUB DATE- 96
NOTE- 25p.; For a related document, see ED 372 254.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Cooperative Planning; *Demonstration Programs; Educational Cooperation; *Educational Strategies; *Literacy Education; Program Development; Program Evaluation; Program Implementation; *School Business Relationship; Student Evaluation; *Workplace Literacy
IDENTIFIERS- *Ohio

This document profiles Ohio's seven award-winning workplace literacy programs. The workplace literacy programs described are offered by a mix of urban and rural firms which employ

ED 396 109 CE 071 774

The Role of Community College Adult and Continuing Education in Iowa's Workforce Development Centers.
PUB DATE- Jan 96
NOTE- 37p.; Prepared by the Iowa Association of Adult and Continuing Education Deans and Directors.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *College Role; *Community Colleges; *Continuing Education; Educational Needs; *Labor Force Development; Leadership; Position Papers; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Iowa

The members of the Iowa Association of Adult and Continuing Education Deans and Directors believe that Iowa's community colleges are well positioned to provide the high quality, cost-effective, work force training required to prepare a skilled work force for Iowa for the 21st century. Iowa's community colleges are the logical providers of work force training programs through the work force development centers that are being established through the joint efforts of Iowa's Department of Employment Services and community colleges throughout the state. Advantages to using community colleges are as follows: their focus on career/job preparation and lifelong learning as fundamental missions; extensive, effective links with local business, industry, labor, and government constituents; provision of high-quality training/retraining at a reasonable cost; and continued emphasis on customer-focused, work force training partnerships with local business/industry constituents. The continuing education divisions of Iowa's community colleges are well poised to provide leadership in work force development through adult basic and workplace literacy education, adult vocational, and general interest/avocational noncredit courses. Iowa's community colleges also have the experience and resources required to help develop the comprehensive assessment and collaboration/coordination strategies that must become integral parts of the work force development center's total operational strategy. (Contains 34 references.) (MN)

ED 396 110 CE 071 779

Felstehausen, Ginny; And Others
Authentic Assessment for Occupational Competency for Career and Technology Education. Year Three. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 96
NOTE- 121p.; For related reports, see ED 388 856-857. Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Evaluation Methods; Field Tests; High Schools; *Horticulture; Informal Assessment; Models; *Occupational Home Economics; *Portfolio Assessment; *Portfolios (Background Materials); Program Evaluation; Student Evaluation
IDENTIFIERS- *Authentic Assessment

Field testing of the portfolio model in selected career and technology education (C&TE) programs and support documents was conducted during the 1995-96 school year. The model was used by

ED 396 127 CE 071 845

Mackenzie, Liz, Ed.
Facing the Challenges of the 1990s. Organising for Democracy in the Western Cape. Conference Proceedings (Bellville, South Africa, November 17-19, 1989).
PUB DATE- Nov 89
NOTE- 86p.; Co-hosted by the Centre for Development Studies, University of the Western Cape.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Adult Literacy; Black Education; Blacks; Citizen Participation; Citizenship Education; Community Development; Community Organizations; Computers; Conferences; Cultural Awareness; Cultural Education; *Democracy; Demography; Ecology; Economic Development; *Educational Needs; Educational Strategies; Educational Trends; Foreign Countries; Health Promotion; Literacy Education; *Political Socialization; Poverty; *Public Affairs Education; *Role of Education; *Strategic Planning; Welfare Services
IDENTIFIERS- African National Congress; Popular Education; *South Africa (Western Cape)

This document contains selected papers and findings of a conference that was held at South Africa's University of the Western Cape to discuss strategies to organize for democracy in the Western Cape. Presented in section 1 are the opening remarks of Bulelani Ncguka, Jakes Gerwel, Shirley Walters and the following papers: "South Africa from the 1980s into the 1990s: Organising for Democracy" (Murphy Morobe); "Overview of the Western Cape" (Graeme Bloch); "Summary of Report-Backs from Theme Workshops" (Trevor Manuel); "State Strategy" (Andrew Merrifield); "Negotiations" (Tony Karon); "City Politics: Soweto" (Kehla Shubane); "Constitutional Guidelines" (Willie Hofmeyer); and "Labour and Economic Alternatives" (Howard Gabriels). Section 2 contains summaries of the 19 conference theme workshops, which dealt with such topics as the following: Western Cape economy; health concerns; uprooting poverty in the Western Cape; challenges in the educational sphere; welfare in transition; the cultural movement and recent demographic changes in the Western Cape; relationship between the political economy and ecology; squatter and housing struggles; AIDS; worker-controlled cooperatives; adult education; literacy for democracy; mission of the church; and computers for transformation. Outlined in section 3 is a method for getting people actively involved in the political process. Appended are the African National Congress' constitutional guidelines. (MN)

ED 396 128 CE 071 848

Zanda, Antoinette
A Guide to Workshops on Challenging Racism.
SPONS. AGENCY- German Adult Education Association, Bonn (Germany).; Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- Nov 93
NOTE- 153p.; Funding also provided by Energos.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Attitude Change; *Behavior Change;

support/professional development opportunity for adult educators and is now an 8-state entity with approximately 600 members representing universities, community colleges, community education, prison facility education, adult basic education, and business training. Next, the value of the MPAEA archives is documented by comparing its written content with regional and national publications from the same time periods. The analysis is organized by the following periods of the MPAEA's development: birth/infancy (1940s-1962); growth/development (1963-1972); coming of age (1973-1982); and maturity (1983-1995). Concluding the document are a brief discussion of the archives and recommendations regarding their final location. Contains 191 references. Appended are the following: subject/series and chronological lists of the archives' contents; list of photographs in the archives; first MPAEA constitution; facts regarding the MPAEA in 1973-1992; archivist duties list/agreement form; and additional information concerning establishment of the MPAEA in 1942. (MN)

ED 396 145   CE 071 877

Kuckkan, Kevin G.
Career Basics. An Integrated Approach to Career Exploration and Workplace Skill Development. Middle School/High School.
PUB DATE- 96
NOTE- 99p.; For a related document, see CE 071 730.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; *Career Education; *Career Exploration; *Classroom Techniques; Demand Occupations; *Education Work Relationship; Employment Potential; *Integrated Curriculum; Intermediate Grades; Job Skills; Learning Activities; Middle Schools; Problem Solving; Records (Forms); Resumes (Personal); Secondary Education; *Skill Development; Vocabulary; World Wide Web

This book, which is intended for teachers of middle school and high school students, outlines a subject-integrated method for helping students explore concepts and situations encountered in the career world and recognize the connections that exist between classroom knowledge and the world of work. The book contains a brief introduction, list of career education-related vocabulary, and two sections of learning activities. The first section contains the following learning activities dealing with the language and exploration of careers: workplace word search, career scramble, workplace crossword, career word search, two-part career pyramid activity, and two-part career file activity. Among the 14 workplace skill applications and problem-solving activities included in the second section are activities requiring students to do the following: write a resume cover letter and resume; complete an employment application and employment interview; create a product mobile; develop a business budget plan, and identify logical locations for specific businesses. Appended are the following: classroom entrepreneurial activity; career basics portfolio guidelines and evaluation; student grade record; handouts dealing with resumes, business letters, and job interviews; lists of top careers for the year 2000 and beyond, state mailing abbreviations, and World Wide Web addresses; and answer key. (MN)

ED 396 146   CE 071 879

survey instrument and the initial and follow-up letters sent to the graduates.) (MN)

ED 396 163 CE 071 927

Morgison, Brenda K.
Occupational Sex-Role Stereotyping in Sixth Grade Students.
PUB DATE- 95
NOTE- 85p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Demography; Elementary School Students; *Grade 6; Intermediate Grades; Literature Reviews; *Nontraditional Occupations; *Occupational Aspiration; Questionnaires; Racial Differences; Sex Differences; Sex Role; *Sex Stereotypes; Socioeconomic Status; *Student Attitudes; Work Attitudes

A study examined occupational sex-role stereotyping among sixth-grade students. The study sample consisted of 191 sixth-grade students (95 males and 96 females). The students completed demographic and stereotyping questionnaires that were designed to identify correlations between students' sex-role stereotyping and the following variables: gender, parents' socioeconomic status, mother's employment outside the home, mother's level of education, father's level of education, family structure, and nationality. Parents' socioeconomic status, gender, and nationality were all found to be statistically significant at the .05 level. Students who received free lunches reported more occupational sex-role stereotyping than did students who paid reduced prices for lunches, and students paying full prices for lunches manifested the least occupational sex-role stereotyping. Male students reported more occupational sex-role stereotyping than female students did, and Hispanic students reported more occupational sex-role stereotyping than did students belonging to other racial/ethnic groups. No associations were found between level of occupational sex-role stereotyping and the following variables: mother's employment outside the home, parents' level of education, and family structure. (Contains 56 references. Appended are the following: demographic sheet; occupational sex role stereotyping questionnaire; instruction sheet; and letters requesting/granting permission.) (MN)

ED 396 164 CE 071 928

Mitchell, Stephen
Labor-Management Relations Interview Guide. Workforce Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jun 96
NOTE- 31p.; Product of the National Workforce Assistance Collaborative. For a related document, see CE 071 929.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Change Agents; Competition; *Consultants; *Employer Employee Relationship; *Employment Practices; Internet; *Interviews; *Labor Relations; Resource Materials; Worksheets
IDENTIFIERS- *Facilitators; Facilitator Styles

This guide, which was developed from a list of labor-management best practice guidelines that was constructed by nationally references.) (MN)

ED 396 182 CE 071 965

Lloyd, Betty-Ann, Ed.; And Others
Women in Literacy Speak. The Power of Woman-Positive Literacy Work.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 94
NOTE- 186p.; For related documents, see CE 071 962-964.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Literacy; Classroom Techniques; *Educational Practices; Educational Research; Educational Strategies; *Feminism; Foreign Countries; Functional Literacy; Indigenous Populations; *Literacy Education; *Outcomes of Education; Political Socialization; Program Development; Program Effectiveness; Research Methodology; Self Actualization; Theory Practice Relationship; *Womens Education
IDENTIFIERS- *Canada; Empowerment

This book contains 15 chapters that were written by women from 12 Canadian adult literacy and basic education programs who participated in an exploratory research project designed to document the process and results of woman-positive literacy work. The following sections are included: "Exploring the Concept of Woman-Positive within Learner-Centered Literacy Programs: A Program-Based Action Research Project" (Betty-Ann Lloyd); "We Formed a Women's Group at ALFA (Adult Literacy for Action)"; "Gender, Culture, and Personal Experiences that Get in the Way of Learning: The Need for Core Funding of Adult Literacy Projects" (Diane Eastman); "Taking Chances/Making Choices: Reflections on a Year of Woman-Positive Activity" (Debbie Heagy); "Gaining Confidence through Woman-Positive Literacy Research" (Nicole Jessop); "Union-based Literacy Programs Empower Women Workers When They Pay Attention to Women's Lives" (poster); "Uncovering Fear and Isolation in Rabbittown: A Woman-Positive Literacy Project" (Frances Ennis et al.); "Native Women Write Now"; "Taking Space for Woman-Positive Literacy Work" (Anne Moore); "Charting the Woman-Positive Ripples--A Journal of Discovery" (Karen Bergman-Illnik); list of 24 resource booklets produced by a correctional center in Saskatchewan; "I Believe Our Lives Are Woven Together Like a Spider Web" (LaVera Schiele); "The Politics of Talking: Doing 'Woman-Positive' in a Learner-Centred Literacy Program" (Marion Wells); "recipes" for political action; and "More than Semantics: Reflections on 'Feminist'/'Woman-Positive' Practices in a Literacy Classroom" (Paula Davies, Mary Ann Tierney). Contains a 77-item bibliography of works on women and education, research design and methodology, and feminist theory. (MN)

ED 396 183 CE 071 966

Telling Our Stories Our Way: A Guide to Good Canadian Materials for Women Learning To Read.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Citizenship and Culture, Toronto.
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

voluntarily terminated their high school education between September 24, 1993 and October 7, 1994. This rate represents an increase in the dropout rate from 4.9% in the previous year. Since the study year's dropout rate is a large increase over the past rate, certain areas within the current reported results merit further attention: (1) The increase in dropouts was observed consistently in the Black, White, and Hispanic racial/ethnic groups: this reinforces the need for teachers, administrators, and counselors to continue to keep in contact with students having problems as well as the families of those students; (2) The increase in dropouts as a percent of the racial/ethnic group from last year to this year was greatest for Hispanics; (3) The prevalence of dropouts who are Hispanic, Black, males, 16, 17, or 18 years old, or in the eleventh or twelfth grades calls for special attention. Eight appendices present the dropout retention summary report for 1993/94, the 1994 pupil head count report, and data. Thirteen tables present data. (TS)

ED 396 202 CG 027 100

Stickel, Sue A.
Developing Teambuilding Skills for Collaborative Schools: Using School Counselors as a Resource.
PUB DATE- 23 Feb 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (19th, Cambridge, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Planning; *Counselor Teacher Cooperation; *Educational Cooperation; Educational Planning; Elementary Secondary Education; Interprofessional Relationship; School Counseling; *School Counselors; Teacher Workshops; *Team Training; Teamwork

As school districts move toward collaborative school improvement, reform leaders recognize that most school personnel have had little training or experience working within schools on organized decision making teams. Teachers and staff members are being required to negotiate with each other in the process of making organizational decisions--a new responsibility for most of them. This paper proposes a workshop for training such personnel in teambuilding skills. This workshop, which could be conducted by a school counselor, is designed to take place over two half-day sessions, and consists of both didactic and experiential components. Content areas include values and beliefs for collaborative schools, active listening, components of trust, group process skills for consensus decision making, and conflict resolution. Each content area includes experiential activities which enable participants to practice skills. An appendix presents directions for conducting the three exercises contained in the workshop: (1) Self-Disclosure and Active Listening; (2) Paraphrasing, Reflecting, Summarizing; and (3) Conflict Resolution Skill Practice. Contains 10 references. (TS)

ED 396 203 CG 027 102

Steward, Robbie J.; Powers, Robin
Minority Representation within Fields in Psychology: Implications

the hypotheses that there would be an interaction between group membership (ADHD and Comparison) and reading comprehension task (macroprocessing and microprocessing), and that the ADHD children would have relative difficulty monitoring the accuracy of their comprehension. (TS)

ED 396 223   CG 027 140

Turner, Barbara D.
Fishes, Ferdinand, and Flannelgraph Fun: Using Literature as an Intervention.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Early Intervention; Educational Therapy; Primary Education; Reading Materials; *Special Classes

School psychologists are seeking ways to expand their role in regular education, and to find new intervention techniques for working with at-risk and exceptional students. Literature may be used to introduce specific topics for discussion, to increase interest in reading for at-risk students, to build readiness skills, to reinforce classroom learning, or as a demonstration of techniques for the teacher. Literature applications may be used with whole classes, small groups, or one-on-one sessions. The 112 literary works in this annotated bibliography could serve as springboards for discussion of friendship, individual differences, problem-solving skills, social skills, and exploration of multicultural values. Each annotation provides a capsule plot synopsis for each work referenced, and many of the annotations briefly mention possible classroom applications for particular works. Annotations may also indicate if classroom learning can be enriched by introducing techniques such as flannelgraph, character dolls, storytelling gloves or puppets, or retelling stories from a different perspective. High interest writing assignments may be generated from the stories and activities. (TS)

ED 396 224   CG 027 142

Morrison, Catherine E.
Unviersity of Rhode Island Library Reference Sources in Gerontology.
PUB DATE- May 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); Annotated Bibliographies; *Gerontology; Higher Education; *Older Adults; *Retirement
IDENTIFIERS- *University of Rhode Island

Thirty-two sources in gerontology, located at the University of Rhode Island Library, are listed in this annotated bibliography as well as some interdisciplinary sources. This bibliography contains material published as recently as 1996 and includes annotations of an "Older Americans Almanac," bibliographies, a biographical dictionary, the "Dictionarey of Gerontology," directories, encyclopedias, the "Handbook on the Humanities and

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; *Peer Teaching; Primary Education; Reading Improvement; Reading Rate; Reading Research; *Sight Vocabulary; *Tutoring; *Word Recognition
IDENTIFIERS- *Reading Fluency

A study assessed the effectiveness of a peer tutoring intervention for sight-word acquisition, and determined whether any progress was matched by improvement in reading fluency. Four primary students were selected based upon teacher referral for poor reading fluency. Flashcards were used to determine accuracy of recognition of vocabulary words listed in each students' current and previous reading books. Number of words correctly identified were recorded for each child. In addition, reading rate in the form of correct words and errors per minute was also assessed. Reading passages for evaluating rate were chosen randomly from each student's current reading book. A single-case A-B design was used. Both sight word recognition and reading fluency were assessed 1-2 times weekly for each student. After baseline data were collected, the tutoring phase began. Results indicated that three of the four students showed improvement in sight-word acquisition during the intervention phase, and all four showed definite improvement in fluency. (Contains 12 references and 16 unnumbered charts of data.) (Author/RS)

ED 396 244 CS 012 484

Marchionda, Denise B.
Reading to a Different DRUM: The Directed Reading Using Music Strategy.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Novels; *Reading Motivation; *Reading Skills; *Reading Strategies; Secondary Education; *Songs; *Student Motivation; Thinking Skills; Vocabulary Development
IDENTIFIERS- *Directed Reading Using Music Strategy

The Directed Reading Using Music Strategy (DRUMS) is a type of reading strategy that can lead to the teaching of reflective thinking skills, increased reading comprehension and vocabulary, along with increased motivation for learning. Research indicates that contemporary song lyrics aid reading comprehension and can be used as motivational text. A wide selection of song lyrics should be used during the 40-minute lessons. Steps in the strategy are (1) motivation; (2) introduction of vocabulary; (3) setting a purpose for reading; (4) reading; (5) reinforce comprehension; (6) reread; (7) validate interpretations, reflect, and reinforce comprehension; and (8) extend and enrich the lesson. Teachers' and students' positive reactions to the DRUMS procedures suggest that the strategy may be useful in adding variety to the traditional reading class. Contains 26 references and short synopses of 8 novels and related songs. A 19-item list of novel and song titles is attached. (RS)

ED 396 245 CS 012 485

Binkley, Marilyn; Williams, Trevor
Reading Literacy in the United States. Findings from the IEA

ED 396 265 CS 012 510

Collins, Norma Decker
Motivating Low Performing Adolescent Readers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Instructional Innovation; *Learning Processes; Lifelong Learning; *Low Achievement; Reading Materials; *Reading Motivation; Secondary Education; *Student Motivation; *Teacher Role
IDENTIFIERS- ERIC Digests; *Reading Uses

This Digest focuses on motivating the low performing adolescent in a remedial reading or subject area classroom--the idea is that students who are disengaged from their own learning processes are not likely to perform well in school. The Digest points out that such adolescents are often caught in a cycle of failure and that secondary teachers must help the student break the cycle of failure. It offers several practical and effective methods for motivation from the research literature that can be used by the classroom teacher. The Digest also states that a wide variety of teaching materials can help provide for differences in students' ability to learn, and that teachers must continue to create contexts which promote success. It concludes that there is much truth in the statement "The only way to improve reading skills is to read." (Contains eight references.) (NKA)

ED 396 266 CS 012 511

Baker, Linda; And Others
Children's Emergent Literacy Experiences in the Sociocultural Contexts of Home and School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 94
NOTE- 4p.; For a more detailed version of this research project, see ED 378 556.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Cultural Context; Early Childhood Education; *Emergent Literacy; *Family Environment; Longitudinal Studies; Qualitative Research; Reading Achievement; Reading Research; *Social Influences; Student Evaluation
IDENTIFIERS- African Americans; Baltimore City Public Schools MD

A longitudinal qualitative study examined the variety and scope of literacy experiences in the homes of families from diverse sociocultural backgrounds. Original participants were 41 children enrolled in pre-kindergarten programs during the 1992-93 school year and their families from public elementary schools serving Baltimore City neighborhoods consisting of various combinations of low- and middle-income African American and European American families. Two of the components of the longitudinal study focused on an ecological inventory of socialization resources and activities, and an assessment of

DESCRIPTORS- *Childrens Literature; Classroom Techniques; Instructional Effectiveness; Lesson Plans; *Mathematics Instruction; Primary Education; Standards; *Textbooks
IDENTIFIERS- National Council of Teachers of Mathematics; *Trade Books

The National Council of Teachers of Mathematics Standard #2 (communicating aids students to clarify their thinking) emphasizes that reading, writing, discussing, and listening to mathematics are all vital parts of learning and using math. Six of the 12 math series chosen for California's elementary program list titles of children's trade books useful for supplementing lessons. A random selection of trade books listed in the six series was made to determine whether or not the book qualified as literature for classroom use. From this selection, a recommended literary book can be chosen for each of 12 different math topics for the early grades. A sample lesson plan could help integrate V. Williams' "A Chair for My Mother" into the second-grade math curriculum. Some literary selections from the primary grades can also be used for math lessons in the beginning intermediate classroom. (A 15-item bibliography of children's books cited and a 6-item bibliography of current professional books are attached.) (RS)

ED 396 287 CS 215 263

Bourland, D. David, Jr., Ed.; Johnston, Paul Dennithorne, Ed.
To Be or Not To Be: An E-Prime Anthology.
PUB DATE- 91
NOTE- 206p.; Foreword by Steve Allen. For a second volume, see CS 215 264.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *English; Higher Education; *Language Attitudes; *Language Usage; Rhetoric; *Semantics; Speech Communication; Thinking Skills; *Verbs; Writing Improvement
IDENTIFIERS- *E Prime; General Semantics Paradigm (Korzybski)

This book presents 14 essays on the topic of "E-Prime," a variant of the English language that eliminates the verbs of the "to be" family. Essays in the book claim that some of the benefits of using E-Prime in speech and writing are lively, concise writing and speaking; clearer, more critical thinking; better communication, evaluation, and decision making. Essays in the book are "Discovering E-Prime" (Elaine C. Johnson); "Getting Rid of the 'To Be' Crutch" (Ruth S. Ralph); "Escape from a Frozen Universe: Discovering General Semantics" (Paul Dennithorne Johnston); "Writing That Works" (DeWitt Scott); "Toward Understanding E-Prime" (Robert Anton Wilson); "Coping with Semantic Problems in System Development" (Karen L. Ruskin); "Working with E-Prime: Some Practical Notes" (E. W. Kellogg III and D. David Bourland, Jr.); "A Linguistic Note: Writing in E-Prime" (D. David Bourland, Jr.); "The Semantics of a Non-Aristotelian Language" (D. David Bourland, Jr.); "'Is'-Less and Other Grammars" (Robert Ian Scott); "Speaking in E-Prime: An Experimental Method for Integrating General Semantics into Daily Life" (E. W. Kellogg III); "To Be or Not To Be: E-Prime as a Tool for Critical Thinking" (D. David Bourland, Jr.); "Labels: A Short Story" (Paul Dennithorne Johnston); and "A Non-Aristotelian Paradigm for Linguistics" (D. David Bourland, Jr.). (RS)

ED 396 288 CS 215 264

ED 396 307 CS 215 349

Stokes, Sandra M.
Teacher Education Methods Courses: Modelling Practice, Not Perfection.
PUB DATE- 28 Mar 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Area Reading; *Cooperative Learning; Elementary Secondary Education; Higher Education; Instructional Improvement; Instructional Innovation; *Methods Courses; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; *Student Attitudes; *Student Participation
IDENTIFIERS- Diversity (Student)

Public schools are increasingly investigating portfolio assessment as a means of evaluating student performance. A project examined student participation in portfolio assessment and cooperative learning in a "Reading in the Content Areas" class for preservice teachers. Students were a diverse group which included preservice middle school and secondary teachers of English, science, music, and art--as well as preservice elementary teachers seeking to learn methods for teaching math, social studies, science, and art. Of the 30 students, 18 were traditional undergraduate students; 2 were returning students who had been classroom teachers; 5 held baccalaureate degrees but no teacher certification; and the remaining 5 were nontraditional undergraduate students. During the 15-week semester, 10 projects were completed, 8 in cooperative groups and 2 individually. The instructor assessed student knowledge of and attitudes toward portfolios, cooperative learning, and learning logs in the beginning, mid-semester, and at semester's end. Students all agreed that portfolios seemed fair and were an improvement over traditional forms of grading and that cooperative learning has advantages over traditional methods of instruction. This methods course appeared to accomplish its task of preparing preservice teachers to be effective teachers of portfolios, cooperative learning, and learning logs. (Contains 2 figures, a table of data, a list of project assignments, the survey instruments, and 19 references.) (CR)

ED 396 308 CS 215 350

Russell, Alison
"Just Thought You'd Like To Know": Electronic Conversations with Former Students.
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Evaluation; *Electronic Mail; Higher Education; *Student Reaction; *Teacher Response; *Teacher Role; *Teacher Student Relationship

EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Historical Materials (060)
DESCRIPTORS- Civil Rights; *Journalism; *Journalism History; Journalism Research; *Mass Media Role; *Modern History; *Newspapers; Politics; Press Opinion; Radio; Social History; *United States History
IDENTIFIERS- Health Communication; Historical Research; *Journalists

The 14 papers in this collection all deal with 20th century journalism and journalists in the United States. The papers and their authors are: "Educating Ike: The Evolution of Presidential PR in 1953" (David W. Guth); "Crumbs from the Publishers' Golden Tables: The Plight of the Chicago Newsboy" (Jon Bekken); "'They Work Too Hard': How Newspapers Justified the 1924 Exclusion of Japanese Immigrants" (Brad Hamm); "Agnes Smedley: A Radical Journalist in Search of a Cause" (Karla Gower); "The Camera's Red Lens: Television Coverage of Wounded Knee II, 1973" (William Hewitt); "From College Expulsion to Pulitzer Prize: How the New York World-Telegram's Fred Woltman Became the 'No. 1 Newspaper Specialist' on Communists" (Brad Hamm); "The Segregationist Press in the Closed Society: The Jackson Daily News' Coverage of the Civil Rights Movement, 1960-1964" (David R. Davies); "A 'Political Institutional' Theory of the News: The Emergence of Independent Journalism in Detroit, 1865-1920" (Richard L. Kaplan); "Will Irwin Revisited: A Contrast of Past and Present Criticisms of the Press" (Brian C. Smith); "Returning Government to the Hands of the People: The Pacific Northwest's Nonpartisan League Newspapers" (Mary M. Cronin and Paul Schlienz); "Birth Control Crusade: The Public Relations Campaign" (R. Brooks Garner); "AIDS and the Gay Press: Uncovering or Covering Up?" (Rodger Streitmatter); "The Farmer and the Radio Man Should Be Friends: Clear Channel Radio Stations and the Farm Lobby, 1941-1968" (James C. Foust); and "Electrical Transcriptions: Quality Programming for All Radio Stations" (Jann Hyde). (NKA)

ED 396 328 CS 215 383

Matzen, Richard N., Jr.; And Others
The Role of Traditional Grammar Instruction in the Teaching of Writing: A Selected, Annotated Bibliography.
PUB DATE- Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; English (Second Language); *Grammar; Higher Education; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- Formal Language; Historical Background

This bibliography presents annotations of 38 journal articles, books, encyclopedia and handbook entries, and scholarly papers that discuss the role of grammar in the writing curriculum. Entries are organized under the following headings: selected overviews and position papers; research reviews; selected experimental research; grammar instruction in English as a Second Language; and historical perspectives. Materials in the annotated bibliography were published between 1927 and 1995. (RS) cost effectiveness, and improvement of communication skills are noted but, the paper states, there are some disadvantages identified by students and faculty which include initial student resistance or professorial unwillingness to use the technology, limited access to modems or computers, and unreliability of the computer system. The paper also offers issues to consider in the utilization of electronic mail such as training, familiarity with the chosen technology, and maintaining links with the technical support staff. Contains 27 references. (CR)

ED 396 348   CS 509 281

Garside, Colleen; Edwards, Kathy
Teaching Communication Theories: An Experiential Approach.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Paul, MN, April 17-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Communication (Thought Transfer); Conflict; Constructivism (Learning); Emotional Response; *Experiential Learning; Higher Education; Interpersonal Relationship; *Learning Activities; Listening Skills; Models
IDENTIFIERS- Theoretical Orientation

Suggesting that experiential learning exercises are potentially powerful means for promoting student learning, this paper explains an experiential learning model, offers guidelines to consider when utilizing experiential learning strategies in the classroom, and presents 15 experiential learning activities that can be used in teaching communication theories. The paper begins with a description of J. W. Pfeiffer and J. E. Jones' cycle of experiential learning--experiencing, publishing, processing, generalizing, and applying. Guidelines offered in the paper include: plan activities that meet the learning needs of students; have students share their reflections and observations in group discussions; and allow students ample time to process and reflect on the experience. The paper concludes with 15 step-by-step activities on the following topics: self-disclosure, power in relationships, nonverbal communication, constructivism, first impressions, conflict, perception, expression of emotions, active and reflective listening, internal and external rules in relationships, systems theory, implicit contracts, organizational values, and organizational structure. Contains 10 references. (RS)

ED 396 349   CS 509 282

McDowell, Earl E.; Yotsuyanagi, Noriko
An Exploratory Study of Communication Apprehension, Willingness To Communicate, and Sense of Humor between College Students from the United States and Japan.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Communication Apprehension; Communication Research; Comparative Analysis; Cross Cultural

IDENTIFIERS- *Texas

This paper presents findings of a study that explored Mexican-American female principals' perceptions of leadership, power, and caring. Interviews were conducted with six principals of public schools in the Rio Grande Valley region of Texas. The principals described the personal and social challenges of being Mexican-American and female, and those of living and working as professional educators in a bicultural, male-dominated community. They discussed acculturation issues, their views on leadership and power, the ethic of caring, and the preparation of relational leaders. The principals' leadership styles utilized collaboration, teamwork, shared decision making, and tolerance for diversity. Increased emphasis is needed in recruitment of minorities and in the development of teachers and administrators with increased multicultural sensitivity, skills, and appreciation. The curriculum must include a variety of cultural and gender-related perspectives. (LMI)

ED 396 369 EA 027 588

de Vos, Henny
Using Simulation To Study School Effectiveness.
PUB DATE- 95
NOTE- 16p.; Paper presented at the Annual Meeting of the European Council on Educational Research (Bath, England, September 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Policy; *Effective Schools Research; Foreign Countries; Longitudinal Studies; Models; *School Effectiveness; Secondary Education; *Simulation; Statistical Data; Statistical Inference; Student Placement
IDENTIFIERS- *Netherlands

School-effectiveness research is constrained by ambiguous factors of effectiveness and a lack of theory. This paper presents findings of a study that used simulation to improve school-effectiveness theory. Simulation is also used to explore the direct effects of schools on individual learning. After introducing simulation models, the paper describes a multilevel simulation model to simulate learning in a classroom environment over several years. Three experiments were conducted to validate data structures, compare differences between schools and classes, and generate hypothetical effects of policy changes. The first experiment analyzed longitudinal data from about 4,100 students and found a correlation among student-background characteristics (socioeconomic status, gender, IQ, and achievement). The simulated data were structured similarly to the actual-education data. In the second experiment, the model was able to generate differences between schools and classes. Finally, the third experiment generated hypothetical effects for two major policy innovations. Five figures are included. The appendices contain information on secondary education in The Netherlands and a mathematical formulation of the model. (Contains 21 references.) (LMI)

ED 396 370 EA 027 590

Haug, Carolyn A.; Marion, Scott F.
Professional Networks for Educational Change: An Evaluation of

from economics and business theories of markets and competition. Methodology included analysis of government records based on Ohio Department of Education data. The findings suggest that the "educational market" is an imperfect one in which it will be difficult to achieve meaningful competition in certain contexts. One of the major effects of Ohio's interdistrict open-enrollment policy was to move state funds away from school districts that served relatively larger percentages of poor and minority children. The study raises serious doubts about the potential for underfunded school-choice policies to bring about meaningful competition in large metropolitan areas. It also suggests that the most vulnerable districts under such choice policies may be small and medium-sized city districts that have higher percentages of poor and minority children than their neighbors. Meaningful competition and education improvement may, however, occur in rural areas. There is a need for longitudinal studies of school choice in a variety of contexts, similar to those that have been conducted in the United Kingdom. Ten tables are included. The appendix lists the government records used in the analysis. (Contains 28 references.) (LMI)

ED 396 389   EA 027 613

Straut, Diana Scarselletta
Full Circle: A Retrospective on Labor Relations and Educational Governance.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collective Bargaining; Decentralization; Educational History; Elementary Secondary Education; *Governance; *Labor Relations; Participative Decision Making; Power Structure; *School Based Management; Teacher Associations; *Teacher Influence; Teacher Role; *Unions

School-based management (SBM) and its counterpart, shared decision making, raise traditional questions about power, representativeness, decentralization, and professionalism. This paper turns to history to provide a framework for untangling the issues that have come to the fore in current debates about power and shared school governance. In a historical look at school labor relations and the governance of education, the paper suggests that, in many ways, teacher associations have come full circle. A review of historical records supports two propositions: (1) Teacher unions have initiated and supported significant social change; and (2) unions, along with other stakeholder groups, play an important role as guardians of democratic processes. The paper revisits the objectives of teacher organizations and issues of educational decision making within a historical context, placing current debates against a backdrop of the struggles and ideals that shaped the earliest teacher unions. The formative union years, from the late 1800s to the mid 1920s, provide the framework for the historical discussion. A guiding assertion is that teacher unions have brought about and should continue to bring about radical change in education, but that they should take a historically informed approach to teacher involvement in school management. There is ample evidence that unionism and shared governance can and should coexist. Lessons from the history of teacher providing contingent rewards--were significantly related to general teaching efficacy. "Models behaviors" and "provided contingent rewards" were significantly related to personal teaching efficacy. Qualitative data confirmed these results and suggested eight additional leadership behaviors that reinforce and sustain teacher efficacy. In addition, a significant difference was found between general teaching efficacy and personal teaching efficacy. An implication is that if a strong sense of efficacy motivates teachers to higher levels of competence and success, then an increased focus on this teacher attribute is critical. (Contains 38 references.) (Author/LMI)

ED 396 410 EA 027 639

Carlgren, Ingrid; Kallos, Daniel
The End of Idealism or Whatever Happened to the Swedish Comprehensive School? Further Lessons from a Comprehensive School System for Curriculum Theory and Research.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conservatism; *Curriculum Research; Decentralization; Educational History; *Educational Policy; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Governance; Government School Relationship; National Curriculum; *Policy Formation; *Politics of Education
IDENTIFIERS- *Sweden

This essay outlines the major changes in Swedish educational policy that occurred during the 20-year period from 1976 to 1996, with a focus on key issues in the development of the comprehensive school. Effects of the policy changes on Swedish curriculum research over the last 20 years are examined. Educational researchers neglected or were slow to respond to changes in the educational system that resulted from the breakdown of the Swedish model and dismantling of the welfare state. Other conclusions are that the feminist perspective is absent in curriculum research in Sweden; there is a conflict between decentralization and educational goals; the "subject didactical" studies represented a new way to study the relations between curriculum and teaching/learning; and there is a need to develop educational theory in general and curriculum theory in particular. (Contains 26 endnotes and 109 references.) (LMI)

ED 396 411 EA 027 640

Kirst, Michael W.; Wirt, Fred
Unexplored Dimensions of 'Political' in the Politics of Education Field.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Education; Court Litigation; *Educational Research; Elementary Secondary Education; Mass

secondary school teachers reported physical conflicts among students as moderate or serious problems in their schools. The percentages of public secondary school teachers reporting weapons possession as a moderate or serious problem in their schools nearly doubled from 1990-91 to 1993-94. From 1987-88 to 1993-94, teachers in public schools with more than 750 students consistently reported physical conflicts among students and weapons possession as moderate or serious problems more frequently than did teachers in schools with fewer than 150 students. The data suggest that teachers viewed public schools as less safe in 1993-94 than they did in 1987-88 or in 1990-91. At both the elementary and secondary levels, teachers' reports of physical conflicts among students and weapons possession were at their highest levels in 1993-94. Although more frequently reported at the secondary level over time, these problems were cited more often in large versus small schools at both levels. One table and one figure are included. (Contains eight references.) (LMI)

ED 396 431 EA 027 668

Riley, Richard W.
Testimony of Secretary Richard W. Riley on the Fiscal Year 1996 Budget for the Department of Education before the Senate Subcommittee on Appropriations for Labor, Health & Human Services, and Education and Related Agencies.
PUB DATE- 5 Mar 96
NOTE- 7p.; Version downloaded from Department of Education Homepage: http://www.ed.gov/speeches/03-1996/test-305.html
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgeting; *Budgets; Educational Economics; *Educational Finance; Elementary Secondary Education; Federal Government; *Federal Programs; *Financial Exigency; Financial Needs; Program Termination; *Resource Allocation; Retrenchment
IDENTIFIERS- *Department of Education

This document contains the testimony of Richard W. Riley, Secretary of Education, on the fiscal year 1996 budget for the Department of Education (DOE), made before the Senate Subcommittee on Appropriations for Labor, Health and Human Services, and Education and Related Agencies. The lack of appropriation has two major effects on the DOE and its customers: it impedes planning and threatens large cuts in educational services. The current budget system has also undermined the longstanding practice of forward-funding DOE programs. Title I Grants to Local Educational Agencies would lose 1.1 billion dollars, or 17 percent, under the 1996 House appropriations bill. Reductions in Title I would also undermine the Goals 2000 and School-to-Work programs. The Senate and House committee bills would cut funding for the Safe and Drug-Free Schools program by 60 percent. The proposed budget would also directly affect classrooms, because staff and administrative spending have already been reduced. The Secretary requested at least $446 million for raising academic standards through Goals 2000, $7.3 billion for improving basic skills through Title I, and $466 million for Safe and Drug-Free Schools. (LMI)

ED 396 432 EA 027 669

Broughman, Stephen
Private School Universe Survey, 1993-94. Statistical Analysis Report.

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Role; *Boards of Education; *Conflict; Conservatism; Controversial Issues (Course Content); Democracy; *Elections; Elementary Secondary Education; Governance; *Local Issues; Political Issues; Political Science; *Politics of Education; *Public Education; School Policy; Social Theories
IDENTIFIERS- *Interest Groups; Virginia

Public schools in America are often at the center of controversy over conflicting values and interests. This paper explores three areas of conflict that surfaced in a Virginia community as it shifted from an appointed to an elected school board. The first section explores the three areas of conflict: (1) conflict over what is taught in school; (2) conflict regarding the operation of educational institutions; and (3) conflict surrounding the cost of public education. The second section reviews literature in the fields of sociology and political science that pertains to group theory and the political process. The third section tells the story of the Virginia county's first school board elections. The final section explores the activity of interest groups in the county and points to possible areas of change due to elected boards. Data were gathered through interviews with key members of local educational interest groups, recently defeated school board members, and recent school board candidates. The case illustrates how group formation reinforced Truman's (1951) understanding of group equilibrium, illustrates the role of interest groups in converting citizen demands into policy outputs, and shows how elections act as access channels to school policymaking. Members of certain interest groups believed that elected boards would be more responsive to their demands. Three tables are included. The appendix contains methodological notes. (LMI)

ED 396 450 EA 027 700

Dolbec, Andre; Savoie-Zajc, Lorraine
Collaborative Inquiry with School Principals To Implement a Continuous Learning Culture.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Administrator Effectiveness; College School Cooperation; *Cooperative Learning; Elementary Secondary Education; Foreign Countries; Higher Education; Leadership; Organizational Development; *Participatory Research; Principals; *Professional Development; *Reflective Teaching; Theory Practice Relationship
IDENTIFIERS- *Quebec

In the context of a professional-development reform movement in Quebec, the Ministry of Education asked universities to participate in the training of school principals so that they could implement a culture of continuous learning in their own interrelated factors driving future fiscal policy at the state level, including: rising enrollments, rising expenditures, restrictiveness resulting from public aid differentials, and lack of program flexibility at the local level. Tables detail enrollment trends and trends in expenditures per student. Section 5 offers a case study of two key features of Florida's funding system--its system of "mainstreaming weights" to allow funding for students in general education classes, and its Exceptional Student Education Finance Program Model which uses a limited set of cost factors based on the severity of student need and the intensity of support required. The final section considers the future of special education finance, noting expected growth and such trends as reduction of incentives for student identification, increased integration across categorical program areas, greater local discretion and parent involvement, needs-based funding systems, and results-based accountability. (Contains 33 references.) (DB)

ED 396 471 EC 304 850

Hartman, William T.; Fay, Todd A.
Cost-Effectiveness of Instructional Support Teams in Pennsylvania. Policy Paper Number 9.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; Disability Identification; Elementary Secondary Education; Grade Repetition; *Prereferral Intervention; Program Costs; *Program Effectiveness; Pupil Personnel Services; Referral; Regular and Special Education Relationship; Resource Teachers; Student Placement; Team Teaching
IDENTIFIERS- *Instructional Support Services; *Pennsylvania

This study evaluated the cost effectiveness of Instructional Support Teams (IST) in Pennsylvania, by comparing IST costs to those of traditional special education programs. An introduction notes pressures for change and the objectives of the prereferral intervention utilized in the IST approach. The study compared costs and program effectiveness of 1,074 schools in various phases of the IST process with those of a subset of the schools prior to IST implementation. Program effectiveness measures included the number of referrals to IST, the number of referrals for special education evaluation, number of special education placements, and number of same-year retentions. Cost measures included estimates of staff involvement, average salary and benefit costs, estimates of current and long-term costs, and extra costs of retentions. The study found that the IST had approximately equal costs to the traditional program. However, fewer students were placed in special education with the IST approach, and many more students with learning and behavioral problems were provided services than through the traditional program, indicating substantially higher effectiveness for the IST program than the traditional program. (Contains 15 references.) (DB)

ED 396 472 EC 304 851

Chambers, Jay G.; And Others
Special Education Expenditures and Revenues in a Census-Based Funding System: A Case Study in the Commonwealth of

resources, and also provides full text documents. Included are: the ABLEDATA database which lists over 20,000 products for people with disabilities, including more than 3,200 illustrations; TraceBase, a database providing information and pictures related to communication, control, and computer access; six directories of services are provided covering: (1) Protection and Advocacy Agencies; (2) resources for older people; (3) National Disability-Related Information and Referral Services; (4) independent living programs; (5) information on the Americans with Disabilities Act (ADA); and (6) service directories from Tech Act projects in 11 specific states. Databases of publications, media, and materials include: REHABDATA (listing over 44,000 publications), Annotated Bibliography of Assistive Technology Funding Resources, Functional Electrical Stimulation Information Center, Journal of Visual Impairment & Blindness listings (1990-93), Information and Referral Resources, the National Clearinghouse of Rehabilitation Training Materials, and the Bibliographic Database on Disability and Statistics. Full text is provided of many documents on such topics as the ADA (including technical assistance manuals), the Rehabilitation Act, funding for assistive technology, accessible design of consumer products, transit facility design for persons with visual impairments, visual alarms to alert persons with hearing loss, and many others. (DB)

ED 396 489 EC 304 869

Obiakor, Festus E.; And Others
Demands and Challenges of Being an Educator with a Disability.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adjustment (to Environment); Advocacy; *Disabilities; Elementary Secondary Education; Family Influence; Federal Legislation; Higher Education; Inclusive Schools; Interviews; Professional Occupations; Self Determination; Self Efficacy; Social Integration; Success; *Teacher Role; *Teachers with Disabilities

This paper discusses demands and challenges of being an educator with a disability and includes a review of the literature and an analysis of an interview with a leading educator with a disability. The paper opens with a discussion of the definitional issues and implications of the terms "handicap" and "disability." Literature on the role of the educator in today's society is reviewed, followed by a review of the challenges of being an educator with a disability. These challenges are organized around responses of a successful educator, Wendell J. Lewis, Section Administrator for the Disability Determination Services for the State of Kansas and an African-American with muscular dystrophy, to questions concerning the following themes: (1) family support; (2) least restrictive environment, integration, and inclusion; (3) lifespan challenges; (4) self-efficacy; and (5) federal legislation and advocacy. Ways to provide needed special resources or to restructure education positions are suggested. (Contains 35 references.) (DB)

ED 396 490 EC 304 870

Giangreco, Michael F.; And Others

Patterns and Trends in the Caseload of the Division of Developmental Disabilities: A 5-Year Analysis (July 1989-August 1994).
PUB DATE- May 95
NOTE- 157p.; For a related document, see EC 304 891.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; *Community Programs; Delivery Systems; Demography; *Developmental Disabilities; Eligibility; Ethnic Groups; Individual Characteristics; Mental Retardation; *Rehabilitation Programs; *Residential Programs; Sex Differences; Social Services; State Programs; *Trend Analysis
IDENTIFIERS- *Service Utilization; *Washington

This report presents patterns and trends in the annual caseload of the Washington State Division of Developmental Disabilities for both Residential Habilitation Centers (RHC) and community programs from the period 1989 through 1994. Following an executive summary, individual chapters present extensive detail on: (1) the project's background and method; (2) case load characteristics (size, admissions, service interruptions); (3) demographics (age, gender, race, and ethnicity); (4) eligibility conditions (disability type, retardation level); and (5) summary and conclusions. Major findings are reported for caseload characteristics, demographics, and eligibility conditions. Examples of findings include: a 33 percent increase in the statewide caseload over the 5 years; more persons were newly eligible and entered the caseload each year; fewer persons (6.6 percent) showed a break in service; 1.6 percent of persons in the community caseload transferred from community to RHC services; 98 percent of persons living in RHCs were adults; there were 4 males to every 3 females in the community caseload; the percentage of non-Caucasians increased; 81 percent had eligibility based on mental retardation; of persons newly eligible for services, 67 percent were mentally retarded; and the average person on the caseload has a higher IQ level than 5 years ago. Extensive appendices present detailed analysis of findings. (DB)

ED 396 509 EC 304 891

Weber, Lisa A.; And Others
Patterns and Trends in Services to Persons on the Caseload of the Division of Developmental Disabilities: A 5-Year Analysis (July 1989-August 1994).
PUB DATE- Oct 95
NOTE- 116p.; For a related document, see EC 304 890.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; *Community Programs; *Developmental Disabilities; Eligibility; Expenditures; Human Services; Placement; *Rehabilitation Programs; *Residential Programs; Staff Utilization; *Trend Analysis
IDENTIFIERS- *Service Utilization; *Washington

This report presents patterns and trends in services provided to persons with developmental disabilities through the Washington State Division of Developmental Disabilities (DDD) and related agencies from 1989 through 1994. Following an executive summary, individual chapters provide extensive detail on: (1) the Division and this project; (2) types of services; (3) frequency of services; (4) expenditures for services; and (5) staffing for services. Major findings are reported for frequency of services, expenditures for services, and staffing

1992) examines educational influence on interpersonal relationships and the relationship of education and peace. Number 8 (2nd. semester 1992) investigates university-level pedagogy and education for prevention of accidents in schools. Number 9 (1st. semester 1993) is dedicated to information technology related to education, such as the use of computers in the classroom. Number 10 (2nd. semester 1993) highlights issues of didactics in plastic arts or aesthetics in education and the implementation and background of a new teacher training curriculum at the University of Barcelona. Number 11 (1st. semester 1994) addresses the professional development of teachers and the economics involved in education. Number 12 (2nd. semester 1994) examines juvenile and adolescent literature and ethics and religion in the schools. (Contains references.) (NAV)

ED 396 531 FL 023 874

Temps d'Educacio. Revista de la Divisio de Ciencies de l'Educacio (Educational Times. Journal of the Education Sciences Department. Numbers 13 & 14).
PUB DATE- 95
NOTE- 650p.
LANGUAGE- Catalan
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Educational Anthropology; *Educational Change; Elementary Education; *Environmental Education; *Ethnography; Foreign Countries; French; Higher Education; *Immersion Programs; International Cooperation; Interpersonal Relationship; *Multicultural Education; Second Language Learning; Sociocultural Patterns; Spanish; Teacher Education; Tourism; Uncommonly Taught Languages
IDENTIFIERS- Catalan; de Letamendi (Josep); Spain

Each of the two issues of this Catalan-language journal offers book reviews and articles on general topics in education. Issues contain Spanish-, English- and French-language abstracts of included articles with keyword references. Number 13 (1st. semester 1995) examines environmental and multicultural education; number 14 (2nd. semester 1995) addresses ethnography and pedagogical reform. Articles in number 13 examine educational environment in the educational system, international cooperation in environmental education, and tourism. The section on multiculturalism addresses intercultural education, with a concentration on efforts in Catalonia. Additional articles discuss elementary education immersion programs, phonetics, politics, and educational reform. Articles in number 14 discuss ethnography and educational research, ethical compromise in ethnographic research, analysis of data in ethnographic research, preparation of the ethnographic report, and teacher training for ethnographic research. A bibliography of ethnographic research in education is included. Educational reform articles address presentation, educational renewal from a cultural and social perspective, and Catalonia-specific educational reforms. Additional articles examine the theory and practice of university teaching, the nature of modern reason, the importance of the learning climate in relation to achievement, and a gloss on Josep de Letamendi's 1868 "Social Education." (Contains chapter references.) (NAV)

ED 396 532 FL 023 875

Baccouche, Ella; And Others

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Counseling; *Career Guidance; Counseling Services; Disadvantaged Youth; *Educational Needs; Education Work Relationship; Employment Level; Employment Patterns; Foreign Countries; *Homeless People; Individual Characteristics; Literature Reviews; National Surveys; Needs Assessment; Program Improvement; Self Evaluation (Individuals); Young Adults; *Youth Opportunities
IDENTIFIERS- *United Kingdom

A study examined the vocational counseling needs of youths in full-time employment and homeless youths in the United Kingdom. Available research regarding homeless young people and young people employed full time was reviewed to identify the following: their social and educational characteristics, their main transitions into/out of full-time employment and homelessness, their goals and values, their available vocational counseling opportunities, and perceived their vocational counseling needs and use of available vocational counseling services. It was concluded that both homeless youths and youths in full-time employment need effective and widely available vocational guidance/counseling that is characterized as follows: is flexible enough to cater to the diversity within both target populations; takes account of the processes by which young people make decisions and the informal influences on young people's decision making; plays a preventive role by providing early interventions for typical life and career problems; and is aware of racial and other forms of discrimination. Vocational guidance needs specific to homeless youths and youths employed full time were identified along with directions for future research into vocational guidance/counseling needs. (Contains 70 references.) (MN)

ED 396 072 CE 070 120

Zanni-Teliopoulou, Kassandra; Stathakopoulou, Penelope
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in the European Community. Young People's Need for Vocational Guidance in Greece. The Young Population in General. Young People Who Leave School without Completing Compulsory Education. Young Women with No Skills Training.
PUB DATE- Feb 94
NOTE- 96p.; For related documents, see CE 070 114-121 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Counseling; *Career Guidance; *Counseling Services; Disadvantaged Youth; Dropouts; Educational Attainment; Educational Opportunities; Education Work Relationship; Employment Opportunities; Employment Patterns; Foreign Countries; Individual Characteristics; *Information Needs; Literature Reviews; National Surveys; Needs; Needs Assessment; Program Improvement; Tables (Data); Unemployment; Vocational Education; Womens Education; Youth Employment; *Youth Opportunities
IDENTIFIERS- *Greece

A study examined the vocational guidance needs of young people in Greece. Available literature on the following topics was reviewed: transitions of young people to economically active life; available vocational guidance services; transitions of youth from education to work; youths who abandon compulsory education; and young women with gymnasion/lykeion leaving certificates but without vocational training. Greece's system between 85 and 2,323 individuals in a variety of sectors. The workplace literacy programs offered by the following firms are described: Cleveland Track Material; L.J. Minor Food Service in Cleveland; Lima Engine Plant of the Ford Motor Company; Hollaender Manufacturing Company in Cincinnati; Mantaline Corporation in Mantua; MedCenter Hospital of the Ohio MedCenter Foundation in Marion; and Performance Site Management in Columbus. Each program description includes some or all of the following: background information on the firm (age, number of employees, and major products/services); discussion of the strategies for developing stakeholder support, assessing workplace skills, designing the learning program, implementing the learning program, and evaluating results; and name and address of a contact person. (MN)

ED 396 092 CE 071 234

Hay, Peggy Lynn
Trade Secrets: A Directory. Ohio Employers Share Their Experiences with Basic Skills Training Programs.
PUB DATE- Mar 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Educational Benefits; Educational Needs; Educational Practices; *Employer Attitudes; *Literacy Education; Program Descriptions; Program Development; *Program Effectiveness; School Surveys; State Surveys; *Teacher Attitudes; *Workplace Literacy
IDENTIFIERS- Employer Surveys; *Ohio

This directory, which is based on data collected in 1993 and 1995 through surveys distributed to employers and educational providers throughout Ohio, is designed as a resource for employers wishing to review established basic skills training programs and locate other Ohio employers who have had first-hand experience with such programs. The guide is divided into three parts. Parts 1-2 contain information about a total of 77 employer-driven basic skills programs that was obtained in surveys conducted by the Ohio Literacy Network in 1995 and 1993, respectively. Each program description contains some/all of the following: company name, address, contact person, primary type of business, and number of employees and whether those employees are unionized; program details (when the program was started, whether it is still operating, and how many individuals have been trained to date); funding sources; the program's initial assessment procedures, services, and methods; training location; program benefits; educational provider's name/address; brief narrative focusing on topics such as problems encountered/overcome, unique features of the program, and factors in its success; and advice to other employers wishing to initiate similar programs. Part 3 contains appendices listing employers by country, employers by size, and educational providers. (MN)

ED 396 093 CE 071 474

Alverca, Celia; And Others
Determining the Need for Vocational Counselling among Different Target Groups of Young People Aged between 15 and 27 in Portugal: The Situation in the Setubal Peninsula. National Report.

16 child care and early childhood professions teachers and 4 horticultural science teachers in Texas with 366 students. The teachers, who received training in authentic assessment, acted as coaches, facilitators, and advisors in the portfolio process. The portfolio evaluation for the child care field test consisted of scoring sheets and rubrics for portfolio documents; rating or score sheets; letter grades and self-evaluation; and a holistic approach to evaluate the entire portfolio. The general response of students to the portfolio was positive. Students' intended purpose for the portfolios included three uses: employment, personal use, and college credit with child care directors, parents, and college scholarship and articulation boards as audiences. Two assessment instruments were created and used for evaluation of the horticulture field test: a telephone survey of teachers and a questionnaire and student evaluation form. Teachers' evaluations of the portfolios were very positive. Students felt the purpose of the portfolios was to represent themselves and get a grade and named the teacher as the primary audience. (Appendixes to the 19-page report include a list of 34 references; correspondence; evaluation forms; examples of child care portfolio items; and the article, "Using Portfolios to Assess Student Performance.") (YLB)

ED 396 111   CE 071 780

Jackson, C.; And Others
Managing Careers in 2000 and Beyond. Report 304.
PUB DATE- 96
NOTE- 85p.; Study supported by the IES Co-operative Research Programme.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business Cycles; *Career Development; Career Education; *Career Guidance; Counseling Techniques; Demography; Economic Change; Educational Policy; *Education Work Relationship; *Employer Employee Relationship; Employment Opportunities; *Employment Patterns; *Employment Practices; Foreign Countries; Futures (of Society); Labor Force Development; Lifelong Learning; Organizational Development; Public Policy; Seminars; Technological Advancement; Trend Analysis
IDENTIFIERS- Employer Role; *United Kingdom

Between March 1994 and March 1996, 31 academics, managers, and consultants attended 8 seminars to review current/future trends in careers in the United Kingdom and consider how those trends can best be managed. It was determined that changes in the economy, technology, business culture, the population, and employment patterns are radically affecting the nature of careers and will result in an older, better-educated, and better vocationally qualified labor force that will contain more women, more individuals who work for small employers, and more self-employed individuals. Although job opportunities will continue to expand at professional, managerial, and technical levels, many other new jobs will be part time, low paid, and of low status. The changes in employment and the organization of work will have far-reaching consequences for organizations, labor markets, and individuals and have created an urgent need for the following: assistance (including career guidance and access to lifelong learning) for individuals; integration of educational and vocational qualifications and accreditation systems to cover all forms of learning; individual learning accounts; attention to "intermediary" organizations between

*Change Strategies; Classroom Techniques; Curriculum Development; Foreign Countries; Program Implementation; *Racial Bias; *Racial Discrimination; *Workshops
IDENTIFIERS- Facilitators; Facilitator Styles; Popular Education; *South Africa

This handbook, which is designed for people experienced in facilitating workshops, contains materials for/about planning and conducting popular education workshops on challenging racism. Presented first are guidelines for using the handbook, a rationale for the proposed approach to unlearning racism, and guidelines for guarding against abuse during workshops on challenging racism and for planning workshops. Discussed in the next four sections are the following topics: setting up a workshop (introducing participants; deciding what participants can expect and contribute; setting objectives, identifying assumptions, and setting the workshop's tone; logistics; ground rules; process observing; and coping with emotions and fears about racism); components of racism (contextualizing racism historically, heritage, one theory on how racism works, attitudes, personal power, discrimination, ideology of superiority, dominant group power, and results of racism and oppression); strategies for change (building strategies, working against oppression in groups, developing strategies to achieve change in organizations and communities, and building allies and working against internalized oppression); and workshop closure (debriefing emotions, follow-up, and evaluations). The final section contains the following supportive information: two workshop models; list of four levels of how humans relate; model of how individuals learn; practical guide to fighting racism; information on support groups, 22 suggested readings, and working definitions/concepts. (MN)

ED 396 129 CE 071 849

Mackenzie, Liz, Comp.
Light on Learning. Methods To Overcome Barriers to Learning. People's Education No. 5. Second Revised Edition.
PUB DATE- Feb 90
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Adult Education; *Adult Educators; Adult Literacy; Check Lists; *Classroom Techniques; *Community Education; Foreign Countries; Inservice Teacher Education; Learning Activities; Literacy Education; Racial Bias; Racial Discrimination; *Teacher Workshops
IDENTIFIERS- *Popular Education; *South Africa

This booklet contains the materials required to conduct a 2-day popular education workshop to teach community educators ways of overcoming the racial, educational and cultural, and language and literacy barriers to active participation in adult education that are commonly faced by Black adults in South Africa. Presented first is background information regarding the original 2-day workshop, which was attended by 30 South African adult and popular educators and which served as the basis for the booklet. The next section contains the various materials required for the first day of the workshop, including the following: agenda; game to encourage participants to introduce themselves and share their reasons for attending the workshop; workshop introduction; and icebreaker activity to channel participants into one of the workshop's three theme groups. The

Sims, Leon; And Others
Vocational Teacher Education Project. June 1989-June 1993. Final Report. CNAP Research Report.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- Aug 93
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Comparative Analysis; *Competency Based Teacher Education; *Educational Needs; Higher Education; Models; Needs Assessment; *Statewide Planning; Teacher Competencies; *Teacher Education; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Florida; Secretarys Comm on Achieving Necessary Skills

The Vocational Teacher Education Project (VTEP) was a 4-year project designed to create a dynamic vocational teacher education model for use in vocational teacher education programs throughout Florida. The knowledge base requirements for effective teaching and Florida's vocational teaching education delivery models were reviewed. A VTEP model was then developed based on input from the following sources: project advisory committee members, local and state school district vocational education leaders; and reviews of literature and pertinent research reports. The VTEP model developed is a holistic model for planning vocational teacher education that employs partnerships and collaborative working relationships to equip vocational teacher education students with necessary how-to-teach competencies and link vocational teacher education with local vocational education programs. (The bibliography lists 31 references. Appendixes constituting approximately 60% of this document contain the following: advisory committee representation matrix and committee members list; Performance-Based Teacher Education/Competency-Based Staff Development professional competencies survey instrument; Vocational Education Needs Assessment and Planning teacher competencies; data tables from survey analysis; survey comments; VTEP/blueprint/Secretary's Commission on Achieving Necessary Skills comparisons; and the 48-page report "Vocational Teacher Education: A Context for the Future" (Richard L. Lynch, Mildred B. Griggs), which contains 37 references.) (MN)

ED 396 147 CE 071 882

Stroup, Phillip
Business and Education Transition Alliance (BETA): Opening Doors to Career Opportunities for At-Risk Youth.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 96
NOTE- 5p.; Prepared by the National Center for Research in Vocational Education's University of Illinois at Urbana-Champaign Site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Disabilities; *Education Work Relationship; Guidelines; *High Risk Students; Individualized Instruction; Instructional Development; Job Placement; Job Training; *Partnerships in Education; Program Development; *Program Effectiveness; *School Business Relationship; Secondary

recognized work labor-management relations professionals, businesspersons, and union representatives, is designed to help employers determine whether a consultant has the substantive, process, and interpersonal skills required to facilitate improved labor-management relations. Presented first are a statement of the guide's purpose, overview of its structure, and instructions for using the interview guide. Listed next are the four broad topics that should be covered when consultants are interviewed: how the consultant's services will help in establishing/modifying policies and practices; how the consultant will ensure fairness and justice for all employees; how the consultant will encourage employees to take pride in their work; and how the consultant will create/promote an atmosphere of respect, value, and mutual trust. Most of the guide is devoted to discussions of the key points that interviewers should expect to hear in a prospective consultant's comments regarding each topic. Also included are the following: interview worksheet; chart for comparing different consultants; discussion of the guide in the context of other available print and Internet resources designed to facilitate work restructuring efforts; and lists of National Workforce Assistance Collaborative advisory groups. (MN)

ED 396 165   CE 071 929

Gupta, Amit; Tuttle, Tom
Work Restructuring Interview Guide. Judging the Quality and Effectiveness of Work Restructuring Consultants. Workforce Tools.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jun 96
NOTE- 36p.; Prepared by the Maryland Center for Quality and Productivity. Product of the National Workforce Assistance Collaborative. For a related document, see CE 071 928.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Change Agents; Competition; *Consultants; *Industrial Structure; Internet; *Interviews; *Job Development; *Organizational Change; Productivity; Resource Materials; Worksheets
IDENTIFIERS- *Facilitators; Facilitator Styles

This guide, which was developed from a list of work restructuring best practice guidelines that was constructed by nationally recognized work restructuring professionals, businesspersons, and union representatives, is designed to help determine whether a work restructuring consultant has the substantive, process, and interpersonal skills required to help create and facilitate the restructuring of a given workplace. Presented first are a statement of the guide's purpose, overview of its structure, and instructions for using the interview guide. Listed next are the four questions constituting the basis of the interview, which deal with the consultant's qualifications/experience in the following areas: (1) managing change; (2) enhancing company competitiveness; (3) improving departmental efficiency, quality, and effectiveness; and (4) increasing the productivity and contribution of individual employees. Most of the guide is devoted to discussions of the key points that interviewers should expect to hear in a prospective consultant's answers to each question. Also included are the following: interview worksheet; chart for

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Beginning Reading; Biographies; Book Reviews; Consumer Education; Curriculum Development; Daily Living Skills; Foreign Countries; *Functional Literacy; Guidelines; Health Promotion; Immigrants; Indigenous Populations; Law Related Education; *Literacy Education; Media Selection; Nontraditional Occupations; *Reading Materials; Student Developed Materials; *Womens Education
IDENTIFIERS- *Canada

This guide contains reviews of 49 selected books and pamphlets of special interest to women that were identified as good Canadian materials for women learning to read by a working group of the Canadian Congress for Learning Opportunities for Women. Among the types of materials reviewed are the following: books about contraception and reproductive health; photostories about immigrant women who work in a garment factory; collection of dub poetry describing the experience of immigrant women in Canada; Black woman's reminiscences about her grandmother's life in Nova Scotia; collection of stories from the Coast Salish Native community in British Columbia; workbook detailing a model of community curriculum development; handbook for women in abusive relationships; workbook explaining Canada's human rights laws; and book of stories about women in nontraditional jobs. The reviews were written by groups of students, literacy workers, or literacy workers and students together. Each review contains some or all of the following: title; author and/or editor; publisher name/address; distributor; length; indication of whether the work incudes illustrations; and price. Each review is accompanied by a sample page from the publication reviewed. Concluding the guide is a list of guidelines for reviewing materials for use as literacy materials for women. (MN)

ED 396 184 CE 071 967

Allen, Jeffrey G.
The Career Trap. Breaking through the 10-Year Barrier To Get the Job You Really Want.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Age Discrimination; *Career Change; *Career Development; *Career Education; Contracts; *Employment Interviews; Employment Practices; *Job Search Methods; *Promotion (Occupational); Recruitment; Resumes (Personal); Social Networks; Systems Approach; Tenure

This book, which is intended for individuals who have been in a job for a decade and feel that their career development has stalled, explains how to break through the 10-year career barrier and get a desired job. The following topics are discussed in the book's 15 chapters: career stalls and their causes; the 10-year career barrier; the legality and reality of age discrimination; strategies for breaking through the 10-year career barrier; steps in tracking the best hidden jobs; development of a unique resume kit; strategies for penetrating deep into corporate management; techniques for interviewing with experience; salary, follow-up, and second interviews; the new importance of personal references and the secret to turning them into testimonials; the importance of obtaining an employment agreement and ways of obtaining one; factors that increase an individual's visibility and steps to attract a recruiter's attention; options when building a network to find

for Career Counseling, Training, and APA Recruitment by Division.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Career Counseling; *Ethnic Distribution; Ethnic Groups; Ethnic Relations; *Ethnic Status; *Minority Group Influences; Minority Groups; Professional Associations; Professional Training; Psychologists; *Psychology; Racial Balance; Racial Relations
IDENTIFIERS- *American Psychological Association

An examination of the representation of doctoral level, United States-based, racial/ethnic minority professionals (n=1,597) by division within the American Psychological Association (APA) was conducted. Membership status (i.e., member, fellow), specialty area, and sex also are noted in the compilation of findings. Results indicate that U.S.-based, doctoral level, minority professionals who have the potential to influence the future of each discipline within psychology appear to be quite limited, comprising only 2.6% of the total APA membership. Three ways by which the APA may begin addressing this under-representation are recommended: (1) all APA-approved training programs responsible for the instruction of undergraduate and graduate students should insure that students are exposed early in their educations to extensive information related to every possible APA division and psychology specialty; (2) an archival study should be conducted which analyzes the composition of those APA members who have no division membership; this study could increase understanding of such a professional choice; additionally, this population of members could serve as a pool for recruitment by all divisions--particularly those with little minority representation; and (3) senior division members who are APA fellows could begin to mentor minority members for fellow status within the division. Ten tables presenting results are appended. Contains 15 references. (TS)

ED 396 204 CG 027 112

Van der Linden, Wim J.
Some Decision Theory for Course Placement. Research Report No. 95-01.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Course Objectives; Elementary Secondary Education; Foreign Countries; *Placement; Student Evaluation; *Student Placement; Testing Problems; *Test Interpretation; *Test Reliability; Test Results; Test Validity
IDENTIFIERS- *Bayes Decision Rule; *Bayes Theorem

This paper addresses the problem of how to place students in a sequence of hierarchically related courses from an (empirical) Bayesian point of view. Based on a minimal set of assumptions, it is shown that optimal mastery rules for the courses are always monotone and a nonincreasing function of the scores on the placement test. On the other hand, placement rules are not generally monotone but have a form depending on the specific shape of the probability distributions and utility functions in force. The results are further explored for a class of linear utility functions. Numerous illustrations and tables present data and statistical analysis. (Contains 20 references.)

Aging," indexes and abstracts, Internet sites, a guide to gerontological research, and sources of statistical information. Each annotation describes the format(s) by which information is presented in a work, as well as the subjects and topics examined in it. Sources in geriatrics, which is the medical science of diseases of the elderly, are not covered in this bibliography. (TS)

ED 396 225 CG 027 147

Vannatta, Rachel A.
Confirming Gender Differences in Suicide-Related Behaviors among Adolescents.
PUB DATE- 11 Apr 96
NOTE- 22p.; Paper prsented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; At Risk Persons; Behavior Disorders; *Predictor Variables; Secondary Education; Self Injurious Behavior; *Sex Differences; Student Behavior; *Suicide
IDENTIFIERS- *Suicide Attempts; *Suicide Ideation

Adolescents are the most suicidal population. Gender comparisons within this group show males are four times more likely to kill themselves, while females are three to nine times as likely to attempt suicide. This study compared 1993 and 1995 self-reported suicidal behavior in relation to the risk factors of tobacco use, alcohol use, drug use, school misconduct, academic difficulties, home environment, sexual activity, and violence among adolescents. In the springs of 1993 and 1995, data were gathered from seventh through twelfth grade students in a medium-size Midwest school district. A comparison of the two results generated the following conclusions: (1) independent factors accounted for more variance in male suicidal behavior than in female suicidal behavior; (2) as the level of suicidality increased, the frequency of violent/destructive behaviors increased among both genders; and (3) gender differences were evident as more aggressive/destructive risk behaviors increased the probability of male suicidal tendency. The leading predictor for suicidal activity among 1993 and 1995 males and 1993 females was violence. In contrast, the leading predictor for suicidal tendency among these groups was school misconduct. Consequently, predictors for suicidal tendency, such as unfair rules, were much less associated with aggressive and destructive behaviors than were predictors of suicidal activity. Contains 27 references. (RJM)

ED 396 226 CG 027 148

Anderman, Eric M.; Midgley, Carol
Changes in Achievement Goal Orientations after the Transition to Middle School.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 96
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Boston, MA, March 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Reading Literacy Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Family Environment; Grade 4; Grade 9; Intermediate Grades; Junior High Schools; *Literacy; Racial Differences; *Reading Achievement; *Reading Comprehension; Reading Research; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *International Assn Evaluation Educ Achievement

Using data from the 1991 IEA (International Association for the Evaluation of Educational Achievement) Reading Literacy Study, a study compared United States fourth- and ninth-grade students to students in 32 other countries; examined relationships between reading comprehension and aspects of family, schooling, and community; and investigated the nature of reading instruction in American classrooms. National samples of classes at the grade level containing the most 9-year-olds and 14-year-olds were used. A "world average" was constructed of the 18 participating nations that are also members of the Organization for Economic Cooperation and Development (OECD). Results indicated that (1) American fourth graders outperformed students from all other countries except Finland; (2) American ninth graders' performance was closely grouped with that of students from 15 other nations; (3) in the United States, White students read better than Black and Hispanic students; (4) most groups of American students outperformed the OECD average; (5) students whose parents did not finish high school read at about the same level as the OECD average at fourth grade, but fell below the average in the ninth grade; (6) when differences in wealth, race/ethnicity, level of parental education, and other related attributes were taken into account, children from one-parent mother-only families did as well as children from two-parent families; (7) parents' educational attainment influenced reading comprehension over and above other aspects of family background; (8) what teachers said they believed about reading instruction differed markedly from what they actually did and had students do. (Contains 70 references, 43 notes, 4 exhibits, 3 tables, and 29 figures of data.) (RS)

ED 396 246 CS 012 486

Trimble, Hilary Claire
Reading Comprehension: A Whole Language Effect on Academic Sucess.
PUB DATE- Apr 96
NOTE- 30p.; M.S. Thesis, Dominican College of San Rafael.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Education; Learning Processes; Oral Reading; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; Reading Skills; *Whole Language Approach
IDENTIFIERS- Teacher Surveys

A study examined the effect of whole language philosophy as compared to a more traditional reading program on children's reading comprehension scores. The study included a review of current research indicating the importance of teachers stating individual children's emergent literacy competencies in a variety of theoretically important domains. Qualitative analyses of diaries completed by parents indicated that literacy is (1) a source of entertainment; (2) a set of skills to be deliberately cultivated; and (3) an integral ingredient of everyday life. Assessments conducted during the spring of both their pre-kindergarten and kindergarten years indicated significant growth on almost all measures, and children performed better on tasks that were more sensitive to their home experiences. Analyses will be extended through the children's first few years of formal literacy instruction. (Contains 12 references.) (RS)

ED 396 267   CS 012 512

Burton, Anne Marie
Reading with a Technology Twist.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Convention and Exposition of the National Catholic Educational Association (93rd, Philadelphia, PA, April 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; *Computer Assisted Instruction; *Computer Literacy; Early Childhood Education; *Emergent Literacy; Language Acquisition; *Optical Data Disks; Reader Response; Reader Text Relationship; Reading Processes
IDENTIFIERS- *Interactive Reading; *Technology Integration

This paper reviews the literature on the impact of technology on reading instruction, with a specific focus on language development as enhanced by the use of CD-Rom programs. The paper cites a study in which two separate groups, preschool children and third graders, were asked to talk about a story they listened to and saw on CD-Rom, providing them with an interactive reading event that included elements of listening, attending to illustrations, discussion of the story, and writing activities (for third graders only). Various programs on CD-Rom are suggested which can effect student learning by fostering enthusiasm for the computer, ease in revising writing, and generation of illustrations. The paper concludes by stating that the use of technology in the reading curriculum can also enhance children's learning experience with multiple intelligences, ranging from musical and linguistic to inter- and intra-personal intelligences. Contains eight references. (CR)

ED 396 268   CS 012 513

Dowdell, Tyrone
The Effectiveness of Direct Instruction on the Reading Achievement of Sixth Graders.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Grade 6; Instructional Effectiveness; Intermediate Grades; *Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies
IDENTIFIERS- Chicago Public Schools IL; *Direct Instruction; Iowa Tests of Basic Skills

Johnston, Paul Dennithorne, Ed.; And Others
More E-Prime: To Be or Not To Be II.
PUB DATE- 94
NOTE- 334p.; Foreword by Albert Ellis. For an earlier volume, see CS 215 263.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; *English; Higher Education; *Language Attitudes; *Language Usage; *Semantics; Speech Communication; Thinking Skills; *Verbs; Writing Improvement
IDENTIFIERS- *E Prime; General Semantics Paradigm (Korzybski)

This book presents essays, letters to the editor, poems, and a book review on the topic of "E-Prime," a variant of the English language that eliminates the verbs of the "to be" family. The book reprints two symposia on E-Prime, previously published in the journal "ETC: A Review of General Semantics." Some of the other material in the book also appeared previously in that journal. Some of the essays in the book are "E-Prime or E-Choice" (Emory Menefee); "'To Be' in Their Bonnets: A Matter of Semantics" (Cullen Murphy); "Is Is Not Is Is Not Is: And Other Thoughts on E-Prime" (William Dallmann); "Metaphor and E-Prime: Of the Subterranean 'Is,' Paradoxical Commands, and Titled Abstraction Ladders" (Raymond Gozzi, Jr.); "Not Ready for Prime Time" (Robin T. Lakoff); "To Be or Not to Be: An Exploration of E-Prime, Copula Deletion and Flaming in Electronic Mail" (Philip A. Thompsen and Dong-Keun Ahn); "General Semanticists and E-Prime" (Earl Hautala); "The Top Ten Arguments against E-Prime" (James D. French); "Poetry and E-Prime: Some Preliminary Thoughts" (Risa Kaparo); "The Word 'E-Prime" Is Not the Thing" (Robert Wanderer); "'S Word Play at the Grammar Reform School" (Emory Menefee); "E-Prime and Un-Sanity" (D. David Bourland, Jr.); "Do Away with 'To Be'--There, Pupils, Lies the Answer" (E. W. Kellogg, III); "An Auto-Interview on the Need for E-Prime" (Russell Joyner); "The Prime Problem with General Semantics" (James D. French); "General Semantics and Rational Emotive Behavior Therapy" (Albert Ellis); "E-Prime and the Crispness Index" (D. David Bourland, Jr.); "The Rise of Nopanaceism" (C. W. Griffin, Jr.); "Boiling Creek: The G.S. Detective" (Paul Dennithorne Johnston); and "Changing 'Human Nature'" (D. David Bourland, Jr.). (RS)

ED 396 289   CS 215 267

Samples of Students' Writing from the Grade Level 3 English Language Learning Achievement Test, June 1993.
PUB DATE- Jun 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English; Evaluation Criteria; Foreign Countries; *Grade 3; Performance Based Assessment; Primary Education; *Student Writing Models; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Alberta; Writing Development; *Writing Samples

The purpose of this document is to provide administrators, teachers, and students with samples of students' writing that exemplify the criteria used to score students' written

IDENTIFIERS- *Conversational Domain; *Discourse Communities; Student Expectations

Months after the conclusion of a course, a writing teacher still receives electronic mail messages from former students, referring to the class or asking for advice. The implications of this post-course e-mail could cause a refiguration of traditional concepts of the boundaries of the classroom and of the academic term itself. What kind of students are most likely to contact their former teachers, and what motivates the contact? Researching this post-course e-mail may allow some insight into these questions and into the long-term effects of the work done in the classroom. While it will not replace more traditional forms of course evaluations anytime soon, e-mail might function as a useful supplement. The informality of e-mail, however, can cause awkward situations in determining etiquette. Along with negotiating new roles, setting the limits of teachers' obligations and responsibilities to past students can also become problematic. Despite these problems, the likelihood of hearing from past students electronically is increasing each year. (CR)

ED 396 309   CS 215 351

Evans, Karin

"Does This Paper Have To Have an Audience?": Freshman Writers and Public Discourse.

PUB DATE- Mar 96

NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Audience Awareness; *Freshman Composition; Higher Education; Local Issues; *Persuasive Discourse; *Student Needs; Student Writing Models; *Writing Assignments; Writing Strategies

IDENTIFIERS- *Academic Discourse; *Public Discourse; Purdue University IN; Rhetorical Strategies

In a Purdue University English 101 class, students were told to identify an audience outside the classroom for each paper they wrote. The central challenge to composition teachers is preserving elements valued in teaching academic writing in the context of ill-defined problems to be addressed outside the classroom. Most useful for instructors teaching "completely ordinary and yet utterly remarkable students" is the model of Linda Flower and her colleagues at the Community Literacy Center in Pittsburgh who work with inner city teens. James Berlin offers an academic curriculum--as powerful as it might be in helping students understand the world, it does not bring student writing into the world. Lee Odell argues that typical academic writing assignments fail to challenge students to understand and address complex rhetorical situations. When students are asked to choose, investigate, and write about a local issue, they need to decide the most powerful place to make their case and to reach their audience. A two-paper assignment allows students to first prepare a research report outlining various points of view and political factors. The second paper is the student's contribution to public discourse on the issue. For example, a married student wrote to the mayor about the need for the city to take an active role in developing affordable housing and received a two-page personal

ED 396 329 CS 215 385

Howell, Charles
Constructivist Views of Language in Professional Education.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ambiguity; *Business Administration Education; Case Studies; *Constructivism (Learning); Discourse Analysis; Language Research; *Language Role; Majors (Students); *Rhetorical Criticism
IDENTIFIERS- Academic Discourse Communities; *Rhetorical Stance; *Social Constructivism

A study explored the implications of a rhetorical approach to professional education in business--specifically, how a social constructivist view of language might change how students learn concepts and theories of business. It focused on undergraduate education in management, with data drawn from a case study of a student in a pilot version of an advanced writing course which introduced some basic rhetorical concepts to be applied to undergraduate majors and areas of professional study. Data sources include instructional materials, reading materials the student selected, multiple drafts of the papers submitted, written comments by the instructor and by an outside reader, and written reflections by the student. In the first assignment students read samples of professional discourse and wrote analytical papers discussing coherence. The second assignment asked students to undertake original investigations of a person, situation, or event that would serve to test or illustrate a theory in their major--for the student in question, "participative management." The expert reader proposed several changes in wording in the student's paper, wording which qualified the unambiguous conception of management theory. The view of language as a transparent medium strongly shapes students' educational experience, leading them to unwarranted confidence in the theories they are taught. These misconceptions can be confronted head on by introducing explicitly rhetorical perspectives on language in professional education. Findings generally support the claim that linguistic assumptions influence students' understanding of theories and have a significant impact on their professional acculturation. (Contains notes and 11 references.) (NKA)

ED 396 330 CS 215 388

Sheppard, Ronnie L.; Stratton, Beverly D.
Reflections on Becoming: Fifteen Literature-Based Units for the Young Adolescent.
PUB DATE- 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Adolescent Literature; *Early Adolescents; *Individual Development; Junior High Schools; Middle Schools; *Reader Response; *Self Concept; Thematic Approach
IDENTIFIERS- *Developmentally Appropriate Programs; Middle School

Studies; *Cultural Context; Foreign Countries; Higher Education; *Humor; *Student Attitudes
IDENTIFIERS- *Communication Behavior; Japan; Kwansei Gakuin University (Japan); University of Minnesota

An exploratory study focused on United States and Japanese college students' perceptions of their communication apprehension, willingness to communicate, and sense of humor in various communication situations. Subjects, 110 students selected from several scientific and technical communication classes at the University of Minnesota and 108 students from a psychology class at Kwansei Gakuin University, completed the Personal Reports of Communication Apprehension (PRCA-24), Willingness to Communicate (WTC) and Sense of Humor (SH) self-report measures. Results indicated significant differences between Japanese college students and United States students on all PRCA-24, WTC, and SH variables. Japanese students have (1) significantly higher PRCA-24 scores for dyadic, group, meeting, and public speaking, and composite variables; (2) significantly lower WTC percentages for dyadic, group, meeting, public speaking, composite, stranger, acquaintance, and friend variables; and (3) significantly higher Sense of Humor scores on liking of humor, sensitivity to humor, and coping humor than United States college students. (Contains 36 references and 6 tables of data.) (Author/RS)

ED 396 350 CS 509 283

Young, Laura Throckmorton; And Others
Patient Satisfaction: A Study in Communication.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Problems; Communication Research; Health Facilities; *Health Services; Higher Education; Medical Schools; *Mental Health Clinics; *Patients; Professional Education; *Satisfaction; Sexuality; Surveys
IDENTIFIERS- Communication Satisfaction Survey; *Communication Strategies; Health Communication; Outpatient Care; *University of Minnesota

The Program in Human Sexuality (PHS), an outpatient mental health clinic in the University of Minnesota Medical School that specializes in sexuality-related dysfunctions, had received a number of patient complaints in late 1992 and early 1993 about therapeutic processes and business services. The proactive approach was to survey patients about all points of communication, make changes, and retest each year to determine whether improvements occurred and to find more improvements to make. A second part of the approach was to include an ongoing system whereby patients could comment at any time during the year. Accordingly, an exploratory study described, analyzed, and compared data from 188 patients in 1993 and from 215 patients in 1994. Response rate was 80% in 1993 and 86% in 1994--high response rates because the staff planned, communicated, and worked well together. Patients ranged in age from 18 years to 80 years. A Patient Satisfaction Committee was also put in place and developed a significant communication system with patients. The committee chair kept records of complaints--common complaints were about billing mistakes and gaps in communications. Based on the survey and committee activities, improvements were made, including offering additional therapy hours, hiring a clinic manager, refining standards to maintain confidentiality for patients, and becoming more patient

the Mathematician and Education Reform Forum.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; College Mathematics; Educational Innovation; Elementary School Mathematics; Elementary Secondary Education; Faculty Organizations; Higher Education; *Instructional Innovation; *Mathematics Education; Networks; Professional Associations; *Professional Development; Program Effectiveness; Program Evaluation; Secondary School Mathematics

This document contains findings of a year-long evaluation of the Mathematics and Education Reform (MER) Forum, a voluntary association targeting the academic mathematics community in four-year colleges and universities. Specifically, the evaluation sought to assess the extent to which MER influenced its members' involvement in mathematics-education reform at both postsecondary and K-12 levels. Since its inception in 1988, MER has expanded from a network targeted at individuals to include a departmental network directed toward mathematics departments of research universities. Data were obtained through a survey of the entire national population of MER participants (n=730), which elicited a 32 percent response rate, site visits to four university departments, participant observation at MER functions, and interviews with department personnel. Findings indicate that MER provided support to mathematicians interested in improving their own teaching, leadership to mathematics departments, and legitimization of educational interests. MER also facilitated faculty participation in the reform of undergraduate mathematics education and, to a lesser extent, reform of K-12 mathematics education. Although mathematicians generally could not attribute changes in their teaching directly to MER, they attributed at least an indirect effect to MER. Although the majority of MER's impact was at the individual level, the program to some extent also facilitated change at broader levels, particularly within mathematics departments. Suggestions for best portraying MER's program are included. Appendices contain a workshop- evaluation questionnaire and copies of survey instruments. (LMI)

ED 396 371 EA 027 591

Everett, R. E.; And Others
Financial and Managerial Accounting for School Administrators: Superintendents, School Business Administrators, and Principals.
PUB DATE- 96
NOTE- 720p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bookkeeping; Budgeting; Budgets; *Educational Finance; Elementary Secondary Education; Expenditures; Financial Audits; Fiscal Capacity; Income; *Money Management; Private Sector; Public Schools; *School Accounting; School Administration; *School Business Officials; School District Wealth; School Funds

unionization are offered as guidelines for restructuring labor relations in the age of site-based, shared decision making. Two figures are included. (Contains 42 references.) (LMI)

ED 396 390 EA 027 614

MacDonald, Irene M.; da Costa, Jose L.
Reframing the Meaning of School Violence: Perceptions of Alberta Junior High School Students.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Aggression; Discipline Policy; Foreign Countries; Junior High Schools; *Junior High School Students; *School Safety; *School Security; Student Attitudes; Student Behavior; *Victims of Crime; *Violence
IDENTIFIERS- *Alberta

Research on school violence has slowly gained momentum in Canada, underscoring the concern some educators are expressing about the frequency of behaviors that seriously disrupt student learning. This paper presents findings of a study that compared students' and administrators' perceptions of the nature, extent, awareness, and management of violent behavior in their schools. Data were derived from a questionnaire of 231 students in grades 7, 8, and 9 in 5 Alberta junior high schools and 28 junior high school administrators. Findings indicate that: (1) Students may be increasingly accepting violence as part of their schooling experience; (2) there are more student observers than victims or perpetrators of violence; (3) students are indecisive about the gravity of certain behaviors and hesitate to report violence due to fears of retaliation; and (4) administrators perceived violence to be less of a problem than did students and believed that they were more aware of the extent of violence than were students. Four recommendations are made for narrowing the "perception gap" between students and administrators: provide support services for victims of school violence; redesign discipline policies to recognize the interrelationships among victims, perpetrators, and witnesses; seek input from students on policies and practices; and support witnesses or victims who report violent incidents. Ten tables are included. (Contains 18 references.) (LMI)

ED 396 391 EA 027 615

Pavan, Barbara Nelson
Writing of Teaching Cases by Students: Integrating Practice and Administrative Theory.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Critical Thinking; Doctoral Programs; Educational Methods; Graduate Study; Higher Education;

Media Effects; Mass Media Role; Media Research; *Policy Analysis; Policy Formation; Political Influences; Political Science; Political Socialization; *Politics of Education

Recent analyses of the linkages between policy analysis and politics suggests that contemporary focus on the first had been poorly attenuated to the theoretical needs of the second. This paper specifies the kinds of research in educational politics that should ensue if the politics-of-education field is to become less oriented to specific policies or to a singular paradigm. The larger conceptual framework rests in the understanding of "political" as encompassing a broad range of factors within the political system that shape or influence its activities. The framework suggests a set of categories of political analysis that is drawn from the relevant subfields of political science. The paper highlights the following subfields' applications to education and their research possibilities: political learning, the media and school politics, electoral studies (political behavior), policies and policy communities, courts and the law, and comparative education. Two tables are included. (Contains 45 notes.) (LMI)

ED 396 412 EA 027 641

Hashimoto, Fumie K.; Abbott, David E.
Conflicts in School Restructuring: A Case Study of Timberline High School.
PUB DATE- Apr 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conflict; Educational Change; *English (Second Language); High Risk Students; High Schools; Limited English Speaking; Resistance to Change; *School Restructuring; *Second Language Instruction; *Teacher Influence; Teacher Role

Conflict involved in school restructuring is natural and can be beneficial. This paper presents findings of a study that examined conflict between "insiders" and "insider out-groups" within a high school in northeastern Washington State. The high school, located in an urban, low-to-middle income, working-class neighborhood, served a high-risk student population. Sixty percent of the students qualified for the free- or reduced-lunch program; 22 percent of the students were ethnic minorities. Data were derived from observations and interviews with 5 foreign language teachers and 2 English-Second-Language (ESL) teachers. The faculty members reported the following conflicts: uncertainty about the effect of restructuring on the philosophy and content of each department's programs; fear of unemployment; resentment about faculty division of responsibility; and conflict between the in-group (vocational education faculty) and the out-group (ESL and foreign language faculty). Despite their dissension, faculty viewed restructuring as necessary. An implication is that the perception of belonging to an "out-group" may prevent some teachers from participating in school change. (LMI)

ED 396 413 EA 027 642

Lyman, Linda L.
Creating a Caring School Environment: An Administrator's Story.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

PUB DATE- May 96
NOTE- 86p.; For the 1989-90 and 1991-92 editions, see ED 355 247 and ED 375 163.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Enrollment Trends; Institutional Characteristics; Instructional Program Divisions; National Surveys; Parochial Schools; *Private Education; *Private Schools; *Racial Composition; School Demography; School Organization; School Size; School Statistics; Tables (Data); Teacher Employment
IDENTIFIERS- *Private School Survey (NCTS)

This report on the private school universe presents data on K-12 schools by school size, school level, religious orientation, geographical region, and program emphasis. The numbers of students and teachers are reported in the same categories. The number of students is also reported by race/ethnicity and grade level. Tables present data by three classification schemes: religious and nonsectarian categories, association membership, and private school typology. The Private School Survey (PSS) is designed to collect data from all private schools in the 50 states and the District of Columbia. The survey, conducted in 1993-94 by the U.S. Bureau of the Census for the National Center for Education Statistics, is the primary data source for this report. A total of 26,093 private schools completed the survey, an overall response rate of 98 percent. Data from the 1989-90 and 1991-92 PSS's are used for comparison. Selected results include: 98 percent of private schools offered at least some elementary grades, 60 percent offered elementary grades, 31 percent offered a combination of elementary and secondary grades, and the remaining 10 percent offered secondary grades only; approximately 4.8 million students were enrolled in the Nation's private schools in the fall of 1993, and were taught by approximately 338 thousand full-time equivalent teachers. Information is also provided on school orientation and affiliation, grade configuration, enrollment, racial/ethnic composition, numbers of teachers, school size, length of school day, religious affiliation, and private school-association membership. Detailed technical notes and 17 tables are included. Appendices contain standard error tables, values and standard errors for comparison data, item response rates, and a copy of the survey. (LMI)

ED 396 433 EA 027 670

Rossi, Robert; Daugherty, Shannon
Where Do Minority Principals Work? Issue Brief.
PUB DATE- Apr 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Minority Groups; *Principals; *Private Schools; *Public Schools; Rural Schools; Urban Schools

In U.S. schools, approximately 30 percent of the enrolled students in 1990-91 were racial-ethnic minorities. Principals must be skilled in incorporating this diversity into supportive climates for learning. Principals who themselves are members of racial-ethnic minority groups may serve as role models for staff and students in schools with high or low proportions of schools. The university researchers used a bottom-up approach to initiate collaborative inquiry with 37 principals interested in learning about action research. The researchers modeled collaborative inquiry with the principals by reflecting on their own practice so that the principals could implement the practice with their own staffs and become learning partners. The paper proposes a definition of bottom-up collaborative inquiry and describes a 2-year study within which principals developed support groups with the help of the university researchers. The principals learned and experimented with new ways to relate with their staff in the context of school renewal. Additionally, the principals' leadership practices changed through several action-reflection cycles within an action-research context. (Contains 24 references.) One figure is included. (LMI)

ED 396 451 EA 027 705

Annual Report to Congress, First Year 1990.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Civil Rights; *Compliance (Legal); *Educational Discrimination; Educational Equity (Finance); Educational Opportunities; Elementary Secondary Education; *Equal Education; *Federal Government; Federal Legislation; Federal Regulation; Government School Relationship; Higher Education; Nondiscriminatory Education; *Racial Discrimination; Sex Discrimination; Special Needs Students

The Department of Education's Office for Civil Rights (OCR) is charged with protecting fundamental rights to equal educational opportunity. During fiscal year (FY) 1990, OCR received 3,382 discrimination complaints, the highest number (as of that year) in the agency's history. OCR's National Enforcement Strategy, announced in 1990, was to focus the agency's available resources on high-priority educational equity issues. This document reports on OCR's compliance-review and technical-assistance activities. Chapter 1 presents an organizational overview of the OCR--its role, relationship with other federal agencies, structure, and compliance mechanisms. Chapter 2 presents examples of cases investigated in FY 1990 in which OCR secured voluntary corrective action from recipients of federal financial assistance. The third chapter provides examples of compliance activities in postsecondary education. Actions involving other recipients, such as state and local vocational rehabilitation agencies, proprietary schools, correctional institutions, libraries, and museums, are highlighted in chapter 4. Five figures and a list of addresses for regional Civil Rights Offices are included. (LMI)

ED 396 452 EA 027 706

Handbook on Serving Private School Children with Federal Education Programs.
PUB DATE- Oct 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Elementary Secondary Education;

Massachusetts. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Case Studies; *Disabilities; *Educational Finance; Elementary Secondary Education; Equal Education; Expenditure per Student; Expenditures; *Financial Policy; Income; *Program Costs; Regular and Special Education Relationship; *Resource Allocation; *Special Education; State Programs; State School District Relationship
IDENTIFIERS- Funding Formulas; *Massachusetts

This study evaluated the relationship between Massachusetts special education expenditures and revenues and the overall allocation of school budgets between special and regular education. An introduction reviews the study's background, census-based funding in Massachusetts, education reform efforts in the state, the Foundation Budget approach which combines local community and state resources with the purpose of providing all schools with adequate and equitable education resources, and the current funding formula. The study analyzed quantitative data, including existing fiscal, student, staffing, and programmatic data from 81 schools in 25 school systems, as well as qualitative data, including interviews with the 25 special education directors. Major findings from the quantitative data are reported in text, tables, and graphs for: personnel expenditure allocation; per student personnel costs; allocation among special education services; costs of inclusion; and comparison of revenues and expenditures for special education. The interviews resulted in identification of policy issues and concerns about the following aspects of the existing formula provisions: flexibility, private residential funding, cost issues, percentage of students identified, types of placement, standard of service, and parental rights to independent assessment. Insufficient funding was the predominant concern expressed by the special education directors interviewed; however, essentially no desire for major changes in the current funding system was found. (DB)

ED 396 473 EC 304 852

Markowitz, Joy
Strategies That Address the Disproportionate Number of Students from Racial/Ethnic Minority Groups Receiving Special Education Services: Case Studies of Selected States and School Districts. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 20 May 96
NOTE- 105p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; *Disabilities; Disability Identification; Educational Practices; Elementary Secondary Education; Ethnic Bias; Ethnic Groups; Incidence; *Minority Groups; *Racial Balance; Racial Bias; *Special Education; State Programs; Student Evaluation; *Student Placement
IDENTIFIERS- Arkansas; *Disproportionate Representation (Spec

Review of VISTA by Representatives of National Organizations.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 31 May 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Deaf Blind; *Decision Making; Delivery Systems; Elementary Secondary Education; Guidelines; Guides; Inclusive Schools; Interdisciplinary Approach; *Models; *Multiple Disabilities; Program Evaluation; Pupil Personnel Services; Regular and Special Education Relationship; *Student Needs; Teacher Collaboration; *Teamwork
IDENTIFIERS- Vermont; *Vermont Interdependent Services Team Approach

This paper describes the Vermont Interdependent Services Team Approach (VISTA), a decision-making process for determining the educational support service needs of students with deaf-blindness or other multiple disabilities. The paper also analyzes perceptions of VISTA held by experts in a variety of fields. Specifically, VISTA provides a team process for determining: (1) needed services to support a student's educational program; (2) educational relevance and necessity of the services; (3) functions of support services; and (4) frequency, mode, and location of service provision. A panel of 12 experts from major national organizations reviewed a revision of the VISTA procedures manual and found that the manual's content was relevant for students who have education support service needs, including students with deaf-blindness, and verified the content as logical, consistent with exemplary practice, and not particularly controversial. Differences among reviewers were found in philosophical orientation and approval of the manual's format. (Contains 13 references.) (DB)

ED 396 491 EC 304 871

Osofsky, Joy D., Ed.; Fenichel, Emily, Ed.
Islands of Safety: Assessing and Treating Young Victims of Violence.
PUB DATE- 96
NOTE- 46p.; Based on presentations at the National Training Institute of ZERO TO THREE: National Center for Infants, Toddlers, and Families (1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Behavior Patterns; *Child Abuse; Child Caregivers; Children; *Counseling; *Emotional Disturbances; Emotional Problems; Environmental Influences; Evaluation Methods; Family Environment; Infants; *Intervention; Mental Health Programs; Posttraumatic Stress Disorder; Psychological Services; Social Problems; Symptoms (Individual Disorders); *Therapy; Toddlers; *Violence
IDENTIFIERS- Witnesses

This collection of articles summarizes what mental health professionals have learned about evaluating and treating infants and young children who have been exposed to violence in their homes and communities. Emphasis is on recognizing symptoms and behaviors demonstrated by very young children who have been exposed to violence, supporting caregivers of traumatized young children, and designing and carrying out treatment plans. Following an introduction by Joy D. Osofsky, for DDD residential programs. Findings include: 83 percent of persons eligible for DDD services received services other than DDD case management; community residential services and employment/day programs were the most common DDD services received; 49 percent of individuals in community residential facilities received residential services funded by other divisions; expenditures for community residential, other community services, and personal care for children more than doubled in this period; expenditures per person increased 74 percent for placement support and 43 percent for case management; most of the direct service staff worked at Residential Habilitation Centers (RHCs) and intensive tenant support programs. Appendices provide additional analysis and tables detailing data on methodology, community services by region, respite care in RHCs, expenditures by Center, and staffing by specific residential service. (DB)

ED 396 510 EC 304 892

Improving the Social Skills of Children and Youth with Emotional/Behavioral Disorders. Retrospective Series on Critical Issues in Emotional/Behavioral Disorders.
PUB DATE- 96
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Cognitive Processes; Elementary Secondary Education; *Emotional Disturbances; Family Environment; Generalization; Interaction Process Analysis; *Interpersonal Competence; *Intervention; Maintenance; Peer Relationship; Preschool Education; Psychoeducational Methods; Self Management; Social Experience; *Teaching Methods; Validity

The nine readings in this monograph focus on ways to improve the social skills of students with emotional/behavioral disorders. The following readings are included: (1) "Analysis of Literature on Social Competence of Behaviorally Disordered Children and Youth" (Sarup R. Mathur and Robert B. Rutherford, Jr.); (2) "A Validation of Social Skills for Students with Behavioral Disorders" (Nancy Meadows and others); (3) "Social Interaction Research and Families of Behaviorally Disordered Children: A Critical Review and Forward Look" (James Fox and Sarah Savelle); (4) "Structured Learning: A Psychoeducational Approach for Teaching Social Competencies" (Arnold P. Goldstein and others); (5) "Use of Cognitive Mediation Strategies for Social Skills Training: Theoretical and Conceptual Issues" (John W. Maag); (6) "Using a Peer Confrontation System in a Group Setting" (Spencer J. Salend and others); (7) "Social Interaction Training for Preschool Children with Behavioral Disorders" (Mary A. McEvoy and Samuel L. Odom); (8) "Entrapment Effects and the Generalization and Maintenance of Social Skills Training for Elementary School Students with Behavioral Disorders" (Scott R. McConnell); and (9) "Structured Learning Using Self-Monitoring To Promote Maintenance and Generalization of Social Skills across Settings for a Behaviorally Disordered Adolescent" (Cheryl Strobel Kiburz and others). (Individual readings contain references.) (DB)

ED 396 511 EC 304 893

How Comprehensible Is Input When Attention Is Focused on Form?
PUB DATE- Mar 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *English (Second Language); Intensive Language Courses; *Language Patterns; *Language Processing; Language Usage; *Listening Comprehension; *Recall (Psychology); Second Language Instruction; Second Language Learning

A study investigaged: (1) whether learners of English as a Second Language can attend to meaning and form simultaneously; (2) how the nature of the linguistic form might affect processing for meaning; and (3) whether the learner's ability to focus on particular linguistic features is affected by whether or not those features have been acquired. This study focused on learning of the morphemes "-ing and -s," acquired at different stages in language development. Subjects were 29 adult students of varied linguistic and educational backgrounds, all enrolled in intensive English courses. They were randomly assigned to one control and two experimental groups. All subjects listened to 3 tape-recorded short stories as prompts for written recall exercises, and completed 2 picture description tests, to determine presence or absence of the target morphemes in their grammars, and an 80-item vocabulary recognition test. After training sessions with the first two tapes, subjects listened to the third tape; the control group simply listened for idea units, while experimental groups listened for occurrences of "-ing and -s," respectively. Results showed no statistically significant differences based on listening condition, suggesting that learners at different proficiency levels can attend to form and meaning simultaneously. Contains 31 references. (MSE)

ED 396 533 FL 023 876

Godina, Heriberto
Mesocentrism: Teaching Indigenous Mexican Culture in the Classroom.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Cultural Awareness; *Cultural Education; Grade 7; Grade 8; *Heritage Education; *Indigenous Populations; Instructional Effectiveness; Junior High Schools; *Latin American Culture; Mexican Americans; *Reading Attitudes; Student Attitudes

This study investigated the influence of a community-based heritage culture program on Chicano students in a southwestern suburban middle school. Subjects were 61 seventh- and eighth-grade students, all Chicanos, with little or no previous instruction in indigenous Mexican culture. The pre- and post-survey, administerd a week piro to and 3 weeks after treatment, was an interest inventory concerning the students' cultural knowledge, self-esteem, goals, reading preferences, reading of schools vocational guidance was found to be a newly emerged institution that has yet to play an important role in informing and guiding Greece's young people concerning their occupational decisions and that contains no provisions whatsoever for meeting the needs of youths in crisis, youths facing specific problems with vocational guidance, and youths preparing to enter the labor market. It was emphasized that, like any relatively new institution, Greece's system of schools vocational guidance can only be improved by continual assessment of its application and identification of its weak points by researchers outside education. (Contains 54 references and 26 tables. Appended are lists of acronyms, technical vocational departments and specialities, and Manpower Employment Organisation specialties.) (MN)

ED 396 073 CE 070 121

Schweitzer, Cordula; Wolfinger, Claudia
Determining the Need for Vocational Counselling among Different Target Groups of Young People under 28 Years of Age in the Federal Republic of Germany. Counselling Needs of Girls and Young Women When Choosing an Occupation.
PUB DATE- Nov 93
NOTE- 141p.; For related documents, see CE 070 114-120 and CE 071 474-475.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Choice; *Career Counseling; *Career Guidance; *Counseling Services; Educational Needs; Education Work Relationship; Equal Education; Females; Foreign Countries; *Information Needs; Literature Reviews; National Surveys; Needs Assessment; Nontraditional Occupations; Program Improvement; Sex Differences; Tables (Data); Vocational Education; *Womens Education; Young Adults
IDENTIFIERS- *Germany

A study examined the vocational counseling needs of girls and young women when choosing an occupation in Germany. Available literature on the following topics was reviewed: the relationship of the sexes in education and training; girls' choices of occupations in the changed arena of structural discrimination and roles assigned to females by society and personal interests; utilization of vocational counseling; and females' expectations from vocational counseling and approaches to upgrade vocational training for girls/young women. It was concluded that although girls make use of vocational counseling just as often as boys do, they express stronger overall dissatisfaction with available vocational counseling services. Vocational counseling for females must proceed from the different initial situations of girls and their restricted access to certain career paths rather than from the ideal of "free choice of occupation." More attention must be paid to the special problems encountered by girls when choosing an occupation. (Contains 117 references. Appended are 24 tables/figures and glossaries of selected institutions, legislation, and terminology.) (MN)

ED 396 074 CE 070 196

Kisembo, Paul
A Popular Version of Yash Tandon's Militarism and Peace Education in Africa.
PUB DATE- 93
NOTE- 52p.

PUB DATE- Apr 94
NOTE- 82p.; For related documents, see CE 070 114-121 and CE 071 475.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Counseling; Counseling Effectiveness; Counseling Objectives; Counseling Services; *Counselor Attitudes; *Educational Needs; Foreign Countries; Needs Assessment; Questionnaires; *Student Attitudes; Teacher Attitudes; *Vocational Education; Young Adults
IDENTIFIERS- *Portugal

A study examined the vocational counseling needs of young residents of Portugal's Setubal Peninsula aged 15-27 years who were either in their ninth year of compulsory education or enrolled in a vocational training school course or some other alternative form of training organized by the Institute for Employment and Vocational Training. Data were obtained from the following sources: literature review; interviews with an unspecified number of school psychologists and other education specialists responsible for vocational training schools; interviews with 89 vocational students; and questionnaires completed by 29 vocational students. Existing vocational counseling services in the secondary schools were found to be capable of covering 60% of year 9 pupils; however, only 70% of those pupils actually complete the counseling process. Young people in vocational training schools had the best access to vocational counseling. Of young people in alternative training, only 18% received vocational counseling. It was recommended that a continuous system be developed to provide people with vocational counseling beginning in first-cycle primary schools and extending throughout their working lives. (Appended are the interview guides and questionnaires used with the vocational students and psychologists/education specialists.) (MN)

ED 396 094 CE 071 475

de Castro, Ignacio Fernandez; de Elejabeitia, Carmen
Determining the Need for Vocational Counselling among Different Groups of Young People under 28 in Spain. National Report.
PUB DATE- Oct 93
NOTE- 114p.; For related documents, see CE 070 114-121 and CE 071 474.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Counseling; Counseling Objectives; Counseling Services; Counselor Attitudes; *Educational Needs; Employment Patterns; Foreign Countries; *Homemakers; Industrial Structure; Labor Market; Needs Assessment; Nonformal Education; Secondary Education; *Structural Unemployment; Teacher Attitudes; *Technological Advancement; Trend Analysis; Young Adults
IDENTIFIERS- *Spain

A study examined the need for vocational counseling among two target groups of young people under the age of 28 years in Spain: young women whose chief activity is domestic work in their own homes in Madrid and young people of both sexes affected by industrial reconversion who were living on the left bank of the Bilbao Estuary. Their vocational counseling needs were assessed by interviewing 20 individuals representing 14 organizations and 19 representatives of 14 organizations, respectively. In the case of the homemakers, it was emphasized that counselors must develop an appreciation of the value of individuals and employers; and opportunities for individuals to use periods of unemployment to develop skills. (Ninety footnotes are included. Appended is background information about the seminar series.) (MN)

ED 396 112 CE 071 786

Rehman, Sharaf N.; Nejad, Mahmoud
Evaluating Vocational Programs: A Three Dimensional Model.
PUB DATE- Dec 94
NOTE- 7p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 9-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Adult Education; *Evaluation Criteria; *Evaluation Methods; Postsecondary Education; *Program Evaluation; *Relevance (Education); Reputation; School Business Relationship; Secondary Education; *Vocational Education

The traditional methods of assessing the academic programs in the liberal arts are inappropriate for evaluating vocational and technical programs. In traditional academic disciplines, assessment of instruction is conducted in two fashions: student evaluation at the end of a course and institutional assessment of its goals and mission. Because of immeasurable missions and goal statements, academic assessment is imprecise at best and insurmountable at worst. However, the mission of vocational training is simple and straightforward--to train an individual for a specific profession. Consequently, the quality of instruction and training, the overall content of a degree or certificate program, and the employability and success of students can be easily measured, tracked, evaluated, and, when necessary, updated and modified. A three-phase model takes into consideration three factors that can ensure the success of a vocational training program: relevance, accountability, and institutional image. Only the employers and the practitioners can determine and should dictate the direction of the vocational programs. Vocational institutions should collaborate with their area employers and industries to determine the direction of course offerings and programs. (YLB)

ED 396 113 CE 071 790

Way, Wendy L.; Rossman, Marilyn Martin
Lessons from Life's First Teacher: The Role of the Family in Adolescent and Adult Readiness for School-to-Work Transition.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Education; Adults; *Education Work Relationship; *Family Characteristics; Family Relationship; *Family Role; Family Structure; Job Skills; *Parent Child Relationship; *Readiness; Secondary Education; *Skill Development; Vocational Education

A study examined the nature of family contributions to adolescent and adult learners' readiness for transition from school to work and any variations between the two groups. It used data from national samples of 1,266 high school seniors and 879 materials included for the second day of the workshop are designed to help participants do the following: develop checklists for designing and facilitating discussions of the three workshop themes; introduce principles of popular education; apply the workshop materials to their roles as educators; demonstrate concrete applications of the workshop materials; reflect on links between education in the democratic movement in South Africa and elsewhere; and evaluate the workshop. (MN)

ED 396 130 CE 071 852

Kruss, Glenda
People's Education. An Examination of the Concept. People's Education Research Project: No. 1.
PUB DATE- Feb 88
NOTE- 59p.; Title page: "People's Education in South Africa: An Examination of the Concept."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Community Education; Coordination; Educational Administration; Educational Change; *Educational Objectives; Educational Planning; *Educational Practices; *Educational Trends; Foreign Countries; Futures (of Society); Government Role; *Government School Relationship; Higher Education; Teacher Role
IDENTIFIERS- *Popular Education; *South Africa

A study examined the concept of People's Education in South Africa from December 1985, when the call for People's Education was first made, to September 1987. Data were collected from the following sources: current periodicals; speeches, resolutions, and press statements; and interviews with selected individuals and representatives of organizations involved with People's Education. Special attention was paid to the following aspects of People's Education: origins of the movement of People's Education for people's power; key features of People's Education; People's Education and the schools (control over education; alternative curricula and the People's Education commissions; and the roles of teachers, national coordination, and national campaigns); People's Education beyond the schools (people's educations in the universities and in the community and the workplace); and People's Education in the future. The study established that People's Education arose out of South Africa's education crisis and attempts to address the problem of education in post-apartheid South Africa. The study further documented that, despite the severe limitations imposed on their activities, the individuals and organizations involved in People's Education have managed to develop solid and growing community support for People's Education that will enable it to transcend South Africa's present education crisis. (Contains 157 references.) (MN)

ED 396 131 CE 071 855

Matiwana, Mizana; And Others
The Struggle for Democracy. A Study of Community Organisations in Greater Cape Town from the 1960s to 1988. Update.
PUB DATE- 89
NOTE- 378p.; For a related document, see ED 389 834.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Adult Education; Black Education;

Education; Student Evaluation; Vocational Evaluation; Work Experience Programs

The Business and Education Transition Alliance (BETA) is a model school-to-work transition program that was developed to facilitate the school-to-work transition of at-risk youth in the Boulder Valley School District in Colorado. Among the BETA program's specific goals are the following: increase students' knowledge/understanding of demands of the workplace; provide training in employer-identified technical and employability skills; facilitate positive attitudes toward supervisors and coworkers; link students with postsecondary opportunities (including corporate-sponsored training); and help students acquire/maintain competitive paid employment in career path jobs. The BETA program has seven stages: job and student identification, assessment, and matching; customized/individualized training development; school-based training; school-to-workplace transition; on-the-job training/work-based training; work performance evaluation; and regular employment. School districts wishing to replicate the BETA model are advised to observe the following guidelines: ensure mutual benefit for employers; obtain up-front commitment from businesses to hire program completers; mobilize a team of educators to provide employers with an orientation on employees' learning styles, disabilities, and required accommodations/supports; encourage employer-educator collaboration; and conduct continuous evaluation/quality improvement activities. (MN)

ED 396 148 CE 071 886

Professionals' Views on Workforce Development: Implications from a 1995 Illinois Survey.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Boards of Education; *Educational Needs; Elementary Secondary Education; *Labor Force Development; State Surveys; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Illinois

A total of 615 of the 11,000 participants at the 1995 Illinois Association of School Board's 1995 convention responded to a 15-question survey that included questions pertaining to the following issues: Illinois' Education-to-Careers initiative; federal funding; employability/life skill development; education, business, industry, and labor partnerships; role of the Illinois Council on Vocational Education; and school leavers. Most survey respondents were school board members representing unit (K-12) or elementary (K-8) districts throughout Illinois. Program administrators, spouses, and others were also among the respondents to the survey. Awareness of Illinois' Education-to-Careers initiative and the difference between school- and work-based learning initiatives appeared relatively high; however, only 19% of administrators considered work-based learning experiences an important part of students' learning before graduation. Most respondents were aware of federal block grant proposals. Large percentages of respondents believed that local needs should be the most important criteria for distributing block grant funds. Most administrators indicated that their districts offer various life skills programs; however, board members, spouses, and others were less comparing different consultants; discussion of the guide in the context of other available print and Internet resources designed to facilitate work restructuring efforts; and lists of National Workforce Assistance Collaborative advisory groups. (MN)

ED 396 166 CE 071 931

Thermer, Clifford E.
The Portfolio Perspective: Authentic Assessment for Experiential Training.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Educational Practices; Experiential Learning; *On the Job Training; *Personnel Evaluation; *Police; Police Education; *Portfolio Assessment; *Work Experience Programs
IDENTIFIERS- *Authentic Assessment

Authentic assessment differs from traditional paper-and-pencil assessment in that it is designed to reflect students' "real world" experience. Authentic assessments may assume a variety of forms (including demonstrations, oral interviews/presentations, simulations, self-assessments, and peer/instructor evaluations); however, their focus is always on evaluating learners' mastery and performance of training objectives rather than on degree of compliance or conformity. Portfolios are considered a form of authentic assessment because they examine students' performance in naturalistic settings over time by including student materials documenting those students' learning experiences in a variety of challenges during training. The usefulness of portfolios as a tool for authentic assessment may be seen through an examination of the use of portfolios in the 2-week experiential training program completed by new recruits of the Connecticut State Police. The experiential training program, which takes place at the culmination of 26 weeks of intense training, allows recruits to experience a myriad of situations that might be encountered in the field. The portfolio of materials developed by the recruits as they respond to those situations allows them to reflect on and gain insight into their own performance while also obtaining valuable feedback from their field training officers. (Contains five references.) (MN)

ED 396 167 CE 071 940

Regional Resource Initiative. A Blueprint for Sharing Resources and Expertise in Adult Education and Literacy across State Lines.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jun 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Case Studies; *Cooperative Planning; Educational Practices; Guidelines; *Interstate Programs; *Literacy Education; Models; *Partnerships in Education; Program Development; *Shared Resources and Services
IDENTIFIERS- Arizona

work (job clubs, trade associations, community groups, and informal contacts); the importance of keeping a job until ready to leave and techniques for negotiating a separation file and severance package; and final steps before embarking on a career change. Contains 36 references. (MN)

ED 396 185 CE 071 969

Apps, Jerold W.
Teaching from the Heart.
PUB DATE- 96
NOTE- 127p.; Professional Practices in Adult Education and Human Resource Development Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Holistic Approach; *Humanistic Education; Human Relations; Individual Development; Interpersonal Competence; Learning Activities; Life Events; *Lifelong Learning; Midlife Transitions; *Self Actualization; *Teaching Methods

This book is designed to illustrate learning for the whole person, including attending to spiritual, biological, intellectual, and emotional dimensions. It is expected that learners will discover the meaning of learning from the heart and teachers will learn how to develop their own such learning and then to explore ways that they can teach from the heart. The book is divided into two major sections. The first part, "Learning from the Heart,: includes five chapters. Chapter 1 explains why a new look at learning is needed; chapter 2 includes stories and an exercise on whole-person learning. In chapter 3 are stories and exercises to aid the discovery the meaning and importance of being fully alive. Chapter 4 is about cycles and spirals of life with exercises on searching for meaning and expressing creativity. Chapter 5 focuses on relationships, including an exercise on life cycles. The second part, "Teaching from the Heart," also contains five chapters. Establishing the core of the self is the subject of chapter 6. It includes exercises on examining personal beliefs and values and approaches for getting in touch with our hearts. Chapter 7 includes paradoxes of teaching from the heart and a credo for such teaching. Chapter 8 includes personal approaches for learning from the heart that teachers can encourage. These include concentration, relaxation, journal writing, reflection, and reclaiming our own truth. Chapter 9 focuses on the following group approaches for learning: drawing, using three-dimensional materials, sharing journals, listening to music, sharing outdoor experiences, and traveling on a mythical journey. The final chapter illustrates problems facing those who teach from the heart. The book contains 39 references and 44 suggestions for further reading. (KC)

ED 396 186 CE 071 970

Moore, Allen B.; Brooks, Rusty
Transforming Your Community. Empowering for Change.
PUB DATE- 96
NOTE- 190p.; Professional Practices in Adult Education and Human Resource Development Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Community Action; *Community Development; *Community Planning; *Community Programs;

(Author/TS)

ED 396 205 CG 027 113

Carter, David L.
Community Policing and D.A.R.E.: A Practitioner's Perspective.
BJA Bulletin. Community Policing Series.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Jun 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Action; Community Cooperation; Community Coordination; *Community Involvement; *Community Programs; *Crime Prevention; Delinquency Prevention; Drug Education; Health Education; *Police Community Relationship; *Police School Relationship
IDENTIFIERS- *Drug Abuse Resistance Education Program

Community policing and Drug Abuse Resistance Education (D.A.R.E.) are evolving initiatives that can respond to changing social problems and demands. However, many of the challenges faced by both programs arise out of the fundamentals of human nature. Among the greatest barriers to overcome are: (1) the resistance to change that affects law enforcement and communities alike; (2) the desire to see successes in the short term when change requires a long-term goal of resocialization; (3) the natural human tendency to settle for the status quo rather than risk change; (4) the unwillingness to recognize that even in failure, knowledge is gained--knowledge that includes insight on how to modify an initiative to ultimately achieve success; and (5) the lack of sincere commitment to invest effort, resources, and patience in a nontraditional venture. In philosophy and practice, D.A.R.E. complements the tenets of a community-based approach to policing. Together, building on the ideas of partnership, open communication, reciprocal education, and mutual respect, community policing and D.A.R.E. can improve the quality of life in the United States' communities. (Contains 14 references.) (TS)

ED 396 206 CG 027 115

Raggio, Donald; And Others
Relationship of the CPT and Parent-Teacher Report Measures of Attention Deficit Disorder.
SPONS. AGENCY- Mississippi Univ., Jackson. Medical Center.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Attention Deficit Disorders; Attention Span; Behavior Disorders; *Diagnostic Tests; *Educational Diagnosis; *Educational Testing; Emotional Disturbances; Hyperactivity; *Learning Disabilities; Learning Problems; Primary Education; *Student Evaluation; Testing Programs

The best procedure for the diagnosis of Attention-Deficit/Hyperactivity Disorder (ADHD) remains fragmented. The diagnosis is frequently based on anecdotal information and rating scales completed by parents and teachers. A major drawback to a more objective diagnosis has been the absence of standardized test data generated by the child client. The most

DESCRIPTORS- *Academic Achievement; Adolescents; Children; *Goal Orientation; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Language Arts; Longitudinal Studies; Mathematics Achievement; *Middle Schools; *Student Adjustment; *Student Attitudes; *Student Motivation
IDENTIFIERS- Change Analysis; Middle School Students

Studies suggest that the transition to middle school is associated with a decline in motivation and performance for a number of children. This longitudinal study examined changes in motivation in English and mathematics across and after the transition from elementary to middle school. Of particular interest were changes in personal goal orientations (task and ability), perceptions of classroom goal structures (task and ability), academic efficacy, and grades in school. Main effects and interactions of gender, ability, subject, and time were highlighted in the surveys. Data were collected from students as they progressed from fifth to seventh grade. Results suggested that students become somewhat less focused on task goals and more focused on ability goals when they enter middle school. Personal task goals, ability goals, and academic efficacy changed both during and after the middle school transition. Students' task goals declined across the three grades, while ability goals increased across the grade five-grade six transition for English, and then decreased between grades six and seven. Ability goals in math did not change much across the three years. Academic efficacy dramatically decreased across the transition, and then increased some after the transition between grades six and seven. Four tables present statistical analysis. Contains 66 references. (Author/RJM)

ED 396 227 CG 027 149

Sharghi, Bahareh Amid-Hozour
The Self-Image of Adolescent Immigrants: The Case of Iranian-American Adolescents.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Cultural Differences; Cultural Isolation; *Immigrants; Secondary Education; Secondary School Students; *Self Concept; Self Esteem; Social Adjustment; Student Attitudes
IDENTIFIERS- *Iranian Americans

Adolescence is a time when individuals are trying to establish a sense of personal identity. This study compared the self-image of Iranian-American adolescents with those in a normative American sample so as to determine whether or not growing up with two cultures hinders the development of adolescents' self-image. The subjects were 150 (75 male, 75 female) first-generation, Iranian-American adolescents ages 13 to 18, who were either born in or had lived in the United States for more than 10 years. These adolescents lived in large urban areas and 80 percent of them had grade point averages of 3.0 or higher. Participants answered demographic questions and a self-image questionnaire. Results showed that the Iranian-American adolescents had significantly lower total self-image scores than the normative sample. Likewise, participants' scores on a family functioning sub-scale were also significantly lower than the normative sample. The poorer self-image of the study group could be partly due to the conflicts between child rearing practices and cultural expectations of each culture. Educators the topic prior to reading as well as the importance of students' oral reading ability to assess reading proficiency. The study consisted of questionnaires and interviews of a sample of primary grade teachers. Subjects were eight female teachers of grades 1-4, from a private school. The questionnaire, consisting of 10 statements that the subjects rated on a scale from 1 to 5, posed questions on teachers' individual reading programs and their perceptions of student reading comprehension. Interviews explored the same area of inquiry. Questionnaires and interview results were examined for commonalities and themes. Results indicated the importance of precise reading in increasing overall academic success. Findings suggest that there should be a focus on emphasizing accuracy in reading to provide for success. (Contains 16 references, 1 table of data, and a 2-page questionnaire.) (Author/CR)

ED 396 247   CS 012 487

Curtis, Mary E.; Longo, Ann Marie
Reversing Reading Failure in Adolescents with Behavioral Disorders.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Council for Exceptional Children International Convention (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Disorders; Elementary Secondary Education; *High Risk Students; Instructional Effectiveness; *Reading Failure; *Reading Programs; Reading Research; *Remedial Reading
IDENTIFIERS- *Boys Town NE

Boys Town cares for boys and girls (average age 15 years) who are socially and emotionally at risk because of problems such as chronic neglect or abuse, broken homes, and school failure. The majority are behaviorally disordered and emotionally impaired. Within a week of coming to Boys Town, students take the Diagnostic Assessments of Reading Test. Results show that 35% are below grade level in oral reading, and the majority are below grade level in word recognition, silent reading comprehension, and knowledge of word meanings. The Boys Town Reading Curriculum extends the principles of one-to-one tutoring to group instruction and consists of four courses, each a semester long. The curriculum is designed for older adolescents at various levels of reading development. Factors responsible for the curriculum's success include: students are placed in courses appropriate to their reading needs; the courses are highly structured; the curriculum makes sense and provides them with hope; and students' success is defined as much by how much they learn as by how well they perform. (Contains 24 references and 3 tables of data. A 29-item list of novels used in 2 classes is attached.) (RS)

ED 396 248   CS 012 488

Normand, Beverly
Reading Failure: Views of Chicago's Elementary Classroom Teachers.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

A study examined the effect of Direct Instruction (DI) on the reading achievement of sixth graders. Subjects were 72 Chicago Public School students, nearly 100% minority. In the school year of 1994-95 no students received DI. A sample of 30 students who performed poorly, with stanines of 1, 2, and 3 on the Iowa Tests of Basic Skills (ITBS) were chosen to receive reading instruction through the DI method in 1995-96. The remaining students in the grade level did not receive the program. Results of the 1994 ITBS were used as a pretest and the 1995 scores were used as a posttest to measure students' gains within the year. Results indicated that the experimental group's gain from 1994-95 was 1.06, and the control group's was .45. These findings suggest that the Direct Instruction model should continue. If the experimental group did not receive DI and had experienced a year's growth of only .45, they would be even farther behind than in the previous year. Further research using a larger sample population should be undertaken. Other recommendations are that teachers of DI should receive continual inservice training and that class size for students receiving Direct Instruction should be reduced. (Contains 2 tables of data and 10 references.) (CR)

ED 396 269 CS 012 514

Peck, Jacqueline K.; Hughes, Sharon V.
Inquiry Pedagogy: Maximizing Literacy Learning and Teaching through Shared Inquiry.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Classroom Research; Ethnography; *Grade 1; *Inquiry; *Learning Processes; *Literacy; Naturalistic Observation; Participant Observation; Primary Education; *Teacher Student Relationship
IDENTIFIERS- Cleveland Public Schools OH; Inquiry Role Approach; *Reciprocity (Communication)

A study examined one first-grade teacher's use of inquiry pedagogy to maximize literacy learning and teaching in her classroom. The setting for the study was a classroom in the Cleveland, Ohio, School District. In this classroom literacy events build upon students' prior knowledge and experience gleaned from their lives outside the classroom and from what they do within the classroom community. Data were collected through interviews during the first 10 weeks of the school year. Inductive data analysis uncovered tentative categories that were refined through the constant-comparative method. A pattern emerges from analysis of the data, appearing in several variants. Comments in the data indicated segments pertaining to evaluation yielded four domains: observing, listening, assessing, and self-evaluating. The two domains that emerged from analysis of the data relevant to documentation are individual and wholistic. Many data segments demonstrate how information gathered feeds back into the decision making process in both formative and summative ways. Results indicated six significant dimensions of the inquiry pedagogy: (1) prospective/retrospective; (2) molar/molecular; (3) question answering/question asking; (4) planful/in flight; (5) formality/informality; and (6) introspective/enacted. Findings suggest that reciprocity, with the teacher as the learner and responses on the June 1993 Grade 3 Language Learning Achievement Test and the written component of the performance assessment administered to a provincial sample of grade 3 students. Examples of the full range of students' writing are provided in the document. The papers selected for the document were used as samples for training markers during the July 1993 marking session. Sections of the document present a general commentary on the writing samples; the writing assignment; samples of students' writing; additional sample papers; developmental issues; and three case studies of performance-based assessment. An appendix provide the scoring criteria. (RS)

ED 396 290 CS 215 268

Samples of Students' Writing from the Grade Level 9 English Language Arts Achievement Test, June 1994.
PUB DATE- Jun 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- English (Second Language); Evaluation Criteria; Foreign Countries; *Grade 9; High Schools; *Student Writing Models; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Alberta; Writing Development; *Writing Samples

The samples of students' writing found in this document exemplify the criteria used to score students' written responses on the June 1994 Grade 9 English Language Arts Achievement Test. Representative of the full range of students' writing, the examples in the document are intended to be used as tools to assist teachers, students, and administrators in determining students' writing strengths and weaknesses. The information in the document can then be used to improve students' writing. The papers selected for the document were used as samples for training markers during the July 1994 marking session. After an introduction, sections of the document present a general commentary on the writing samples; the writing assignment; samples of students' writing at each level as well as a sample English-as-a-Second Language paper and two exceptional papers; and developmental issues. An appendix provides the scoring criteria. (RS)

ED 396 291 CS 215 283

Jones, Deborah, Comp.; Woolman, David C., Ed.
Bibliography of Multicultural Children's Literature. Bibliography Series 1994 Number 1.
PUB DATE- 94
NOTE- 54p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; Annotated Bibliographies; *Black Culture; *Childrens Literature; *Disabilities; Elementary Secondary Education; *Hispanic American Culture; *Multicultural Education
IDENTIFIERS- African Americans; Native Americans; Providence Public Library RI; Rhode Island College

Providing preservice and inservice teachers with a selection of titles in multicultural children's literature, this 183-item annotated bibliography is divided into sections representing response from the mayor. Students' rhetorical strategies were observed to shift after they learned to investigate their audience's roles and values. (Contains six references.) (CR)

ED 396 310 CS 215 354

Lobdell, James E.; Schecter, Sandra R.
Video Resources for the Teaching of Literacy: An Annotated Bibliography. Revised and Expanded. Occasional Paper No. 33-B.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 36p.; For the earlier version, see ED 362 890.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; Emergent Literacy; English (Second Language); Multicultural Education; Reading Comprehension; *Reading Instruction; Teacher Behavior; Teaching Methods; *Videotape Recordings; *Writing Instruction
IDENTIFIERS- Collaborative Writing

This 44-item bibliography presents annotations of video resources for the teaching of literacy that feature instructors who effectively put theory into practice--videos that portray literacy teachers and learners in action. To preserve the aesthetic integrity of individual videos produced as part of a series, individual videos are not classified into topical categories. Topics of videos in the bibliography include emergent literacy, reading comprehension, word identification, prewriting, English as a second language, collaborative writing, literature-based classrooms, and multicultural education. In addition to information on how to obtain the video and a detailed review, each entry in the bibliography presents classificatory information under the descriptor "suggested specific uses"--subject matter audiences for which the resource may hold special appeal and specific topic or problem areas about which the video may prove insightful. Videos in the bibliography were produced between 1984 and 1992, although not all videos indicate when they were produced. (RS)

ED 396 311 CS 215 355

Peck, Wayne Campbell; And Others
Community Literacy. Occasional Paper No. 34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Action; *Community Centers; *Community Education; *Community Involvement; Higher Education; *Literacy; Program Descriptions; Secondary Education; Urban Education; Urban Environment
IDENTIFIERS- *Community Literacy; *Pennsylvania (Pittsburgh)

Defining "community literacy" as literate acts that could yoke community action with intercultural education, strategic thinking and problem solving, and with observation-based research and theory building, this paper articulates this "generative and tension-filled" vision of community literacy. The paper begins by examining the social/historical context of

Students; Response to Literature; Trade Books
This book is designed to be a resource that embodies the progressive concepts of life-connected topics by focusing on the search for self-understanding. It uses adolescent literature that is prize winning and much prized by young people, and it uses this literature to focus on difficult topics that adults (parents, teachers, and the school's curriculum) are often afraid to answer. Following an introduction which explains the wisdom of using developmentally appropriate materials for adolescents, the book is divided into 3 sections. Section 1 is about understanding the 10- to 14-year-old through early adolescent literature. Section 2, which discusses involving early adolescents in their own development, contains the 15 literature units, divided into topics and with a suggested young adult novel for each topic. Section 3 focuses on constructing additional units and activities for other novels and suggests other unit themes. Contains a bibliography of selected early adolescent literature. (NKA)

ED 396 331 CS 215 389

Wood, Karen D.
Practical Strategies for Improving Instruction.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; *Instructional Effectiveness; *Instructional Improvement; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Strategies; *Middle Schools; Reading Achievement; Reading Comprehension; *Student Evaluation; Student Needs; Thinking Skills; Vocabulary Development; Writing Evaluation
IDENTIFIERS- *Middle School Students
Middle level teachers are unique not just by virtue of the level of students they teach but also by the ways in which they teach. This monograph emphasizes strategies that actively engage students of all ability levels, promote collaboration, provide for various levels of concrete and abstract thought, and foster student inquiry. The monograph presents approaches to assessing reading and writing, cooperative learning, vocabulary development, reading comprehension, and critical thinking and to other topics that are directly reflective of current research. It provides step-by-step procedures along with classroom examples in a convenient and serviceable format, and its research-based teaching strategies are applicable to all subject areas. The introduction offers an overview of the research on prevailing versus preferred instructional practices in middle schools and discusses what can be done to improve instruction in five basic areas: (1) approaches to teaching; (2) lesson planning and implementation; (3) classroom instructional resources; (4) instructional activities and arrangements; and (5) promotion of higher order thinking. The monograph emphasizes the following groups of strategies: 1 and 2 are concerned with assessing reading and writing performance; 3 through 9 center around cooperative learning as it relates to various topics; 10 through 13 show practical ways to develop students' vocabulary with example spanning curricular areas. The remaining strategies deal with improving students' comprehension and appreciation of what they read. (NKA)

ED 396 332 CS 215 390

oriented in general. A continuing study would help facilitate more improvements and might help PHS employees anticipate specific problems and make corrections before they become obvious to patients. (Contains 25 references, survey data, and survey forms.) (Author/NKA)

ED 396 351 CS 509 284

Tomas, Linda
Drama: An Interdisciplinary, Collaborative Exercise.
PUB DATE- 30 Jun 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Classroom Techniques; Cooperative Learning; *Dramatics; Grade 12; High Schools; High School Seniors; *Instructional Innovation; *Interdisciplinary Approach; *Playwriting; Social Problems
IDENTIFIERS- *Collaborative Teaching; *Drama in Education

Teaching drama gave one instructor a chance to renew herself, and drama became an important part of a personal teaching renaissance. An elective class for grade 12 entitled "Humanities and the Arts" offered opportunity for collaborative teaching with colleagues in their areas of expertise. In a class on "Modern Drama" designed for honors students, students (after complaining about the modern classic dramas they were reading) were challenged to write and perform their own one-act plays, then were evaluated by their teacher, a drama coach, and their peers. Subject matter included drug overdoses, alcohol abuse, genetic engineering, fatherhood, and date rape. The dramatic exercise demonstrated to the students what they could achieve as learners coming from a different perspective as well as the magnitude of their own generation's social concerns. When each play was over, the students in the audience were asked to critique the play. In the final exam the students were asked to reflect about their opportunity to work so directly with drama. The collaborative teaching aspect could include a history teacher or a music teacher in the interdisciplinary nature of the class. (CR)

ED 396 352 CS 509 289

Matzen, Richard N., Jr.
Emancipatory Education without Enlightenment? Thais, Americans, and the "Pedagogy of the Oppressed."
PUB DATE- Mar 96
NOTE- 22p.; Paper presented at the Annual Pedagogy of the Oppressed Conference (Omaha, NE, March 21-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; Buddhism; Case Studies; Classroom Communication; *Cultural Differences; *Educational Philosophy; *Educational Practices; Foreign Students; Higher Education; Immigrants; *Intercultural Communication
IDENTIFIERS- Critical Pedagogy; *Emancipatory Education; *Freire (Paulo); Thailand; Thai People

If the educational methods of Paulo Freire are imposed on Thais and other Asians, the outcome may not be the reinforcing of, This book updates the classic text "Public School Fund Accounting Principles and Procedures" (Tidwell 1960). The book is designed to be used primarily as a textbook at the graduate level with students training to be school administrators, school business administrators, or principals. A list of topics covered include an overview of school accounting and school-business administration, basic accounting principles and techniques, the general ledger, journals, revenue and expenditure accounting, special entries, basic financial statements, changes in financial position, special revenue funds, capital projects funds, debt service funds, general fixed-asset account group, general long-term debt account group, enterprise funds, internal service funds, trust funds, agency funds, payroll accounting, internal cash control, student accounting, advanced financial statements, auditing, Association of School Business Officials' Certificate of Excellence, private-sector accounting practices, school-district financial management, and the future of financial and managerial accounting in the school setting. Appendices contain sample forms and a glossary. (LMI)

ED 396 372 EA 027 592

Whitfield, David; Bulach, Clete
A Study of the Effectiveness of an In-School Suspension.
PUB DATE- Mar 96
NOTE- 31p.; Paper presented at the National Dropout Prevention Network Conference (Tampa, FL, March 24-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Discipline Policy; *Discipline Problems; High Schools; *In School Suspension; Program Effectiveness; Student Attitudes; Student Behavior; Teacher Attitudes

This paper presents findings of a study that evaluated the effectiveness of an in-school suspension program (ISSP) at a suburban Atlanta high school. Data were derived from a questionnaire that explored staff's and students' perceptions of the effectiveness of the ISSP. Responses were received from 70 staff members and 190 students. Fifty percent of the students reported that they preferred out-of-school suspension to in-school suspension, and 60 percent preferred in-school suspension to detention. Seventy percent of the students perceived the ISSP as punitive and 70 percent of staff did not believe that participation in the ISSP improved students' attitudes. Findings indicate that the program was not as effective as it could have been and would be more effective if: (1) the administration and ISSP director played a stronger leadership role; (2) the entire faculty increased their support of the ISSP and were more involved in the program's operation; and (3) communication between the ISSP director and faculty improved regarding students' assignments, behavior, progress, and return to the classroom. Eight figures are included. Appendices contain copies of surveys. (Contains 24 references.) (LMI)

ED 396 373 EA 027 594

Henderson, James E.; Brookhart, Susan M.
Leader Authenticity: Key to Organizational Climate, Health, and Perceived Leader Effectiveness.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

Instructional Effectiveness; *Teaching Methods; *Theory Practice Relationship

This paper describes the writing of teaching cases by students to help them understand and use multiple theoretical frames for practical decision making. It describes a doctoral level course called "Theoretical Perspectives" and the doctoral program at Temple University's Department of Educational Leadership. Students are required to study the cases before class sessions and share their analyses and action plans during the class discussion. One of the students' term assignments is to write their own teaching case. A survey of students indicate that most viewed the case-study approach positively and reported that they learned to value the usefulness of theory in practical situations. (Contains 21 references.) (LMI)

ED 396 392 EA 027 616

Loveless, Tom
The Structure of Public Confidence in Education. Faculty Research Working Paper Series.
PUB DATE- Oct 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Educational Attitudes; Elementary Secondary Education; Enrollment Trends; Performance; Private Schools; *Public Opinion; Public Relations; Public Schools; *School Community Relationship; School Effectiveness

Recent studies indicate that Americans have lost faith in public schools. Polls trace a steady decline of confidence in the educational system, a decline extending over the past two decades. The general trend masks two anomalies, however. First, several indicators associated with increased confidence in the schools are on the rise--students staying in school instead of dropping out, parents enrolling their children in public schools over private schools, and governments boosting financial outlays for public education. Second, poll respondents are more likely to express dissatisfaction with the nation's schools than with their own local schools. This essay explores ways of reconciling the contradictory evidence, argues that fundamental relationships of schools and public must be reexamined for a fuller understanding of the problem, and discusses areas where additional research could inform educational policy. When thinking about public confidence in education or talking about ways to boost education's institutional legitimacy, it is important to recognize the two distinctions outlined--the difference between the public's faith in schools and school systems and the difference between the perceptual and behavioral manifestations of that faith. Six figures and four tables are included. (Contains 49 references.) (LMI)

ED 396 393 EA 027 617

Kitavi, Mwaya Wa; Westhuizen, Philip C. van der
Problems Facing Beginning School Principals in Kenya.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Responsibility; *Administrator Role; *Educational Environment; Interprofessional Relationship; Leadership; *Leadership Styles; Primary Education; *Principals

This paper presents findings of a study that explored how staff and parents experienced one school's environment, particularly, the relationship between the principal's caring leadership and the school's environment. The Valeska Hinton Early Childhood Center in Peoria, Illinois, served preprimary and primary grades. Seventy-five percent of the students were from low-income families. Data were obtained through observations, interviews with 61 staff members and 40 parents, and a survey of staff members. The words most frequently used by staff and parents to describe the school environment included "caring," "like a family," "warm," "nurturing," "challenging," "and "unique." The principal treated every person equally and with respect; did not limit himself or anyone else to a role; prioritized his time for sustaining relationships; supported and encouraged others as persons and professionals; listened and solved problems; and kept the mission focused and central. An implication for administrator preparation is that instructors can care for their students and share with them on an intellectual level about the complexity of caring. (Contains 16 references.) (LMI)

ED 396 414 EA 027 643

Dussault, Marc; Thibodeau, Stephane
Relationship between Professional Isolation of School Principals and Their Performance at Work.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Administrator Effectiveness; *Alienation; Elementary Secondary Education; Foreign Countries; *Job Performance; Loneliness; *Principals; Professional Development; Social Isolation
IDENTIFIERS- *Quebec

This paper presents findings of a study that verified the relationship between the professional isolation of school principals and their performance at work. A survey of all principals in a suburban area of Quebec (n=166) elicited a 70 percent response rate. The principals completed the UCLA Loneliness Scale and Self-Appraisal Instrument for Community College Administrators. Findings indicate a negative, significant correlation between isolation and performance. The findings could be due to the high proportion of males in the sample; men usually keep their feelings to themselves. Other explanations are that professional isolation generates dissatisfaction toward the work environment, which in turn affects performance; or that professional isolation often results in a lack of support, information, and feedback. One table and one figure are included. (Contains 34 references.) (LMI) minority pupils. This document reports on the overall numbers of minority principals and the types of schools in which they are working. Data are from the 1990-91 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES). In 1990-91, there were about 12,600 minority principals in the nearly 105,000 schools in the United States. Findings indicate that proportionally, more minorities worked as principals in public versus private schools. Minority principals in both public and private schools were concentrated in central cities and in schools with high percentages (50 percent or higher) of minority enrollments. Minority public school principals were slightly overrepresented in elementary schools. Four tables are included. (LMI)

ED 396 434   EA 027 672

Cordiero, Paula A.; Campbell, Barbara
Increasing the Transfer of Learning through Problem-Based Learning in Educational Administration.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Decision Making; *Decision Making Skills; Educational Administration; Higher Education; *Leadership Training; Management Development; *Problem Solving; Teaching Methods; Theory Practice Relationship; *Transfer of Training
IDENTIFIERS- *Problem Based Learning

Since the 1950s some educational researchers have argued for a strong focus on problem solving in administrator-preparation programs. This paper discusses two types of problem-based learning (PBL)--simulated and authentic. It discusses various PBL concepts and presents two vignettes used during the 1995 and 1996 academic years at the University of Connecticut's Department of Educational Leadership. The first vignette was a simulated-problem project involving the integration of educational technology in a school district, and the second involved an authentic-problem project in a magnet school program. Each project's planning and scheduling activities, setting, sequence of project activities, culminating activity, and assessment are described. The paper argues that because PBL is situated, involves group problem solving, and deals with highly complex problems, it helps students transfer learning to the work place. Both simulated and authentic PBL offer students opportunities to transfer declarative and procedural knowledge to work-place settings. (Contains 32 references.) (LMI)

ED 396 435   EA 027 673

Clark, Kenneth E.; Clark, Miriam B.
Choosing to Lead. Second Edition.
PUB DATE- 96
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Federal Aid; Federal Legislation; *Federal Programs; Government Role; *Government School Relationship; Grants; Guidelines; *Private Education; *Private Schools; *Special Needs Students

This handbook provides general information about participation of private school students in federal education programs and an overview of each federal education program in which those students and their teachers can participate. The handbook includes most of the programs that serve private school students and teachers and summarizes relevant case law, statutes, and regulations. Section 1 provides an overview of private schools and federal education programs, including a brief history of federal legislation affecting private schools, a summary of Supreme Court cases affecting private schools, and answers to commonly asked questions. Section 2 offers guidelines for establishing productive working relationships between private schools and local and state education officials, the federal government role in the participation of private school students and teachers in federal education programs, and the role of private school officials in such participation. Recommendations are offered for public school officials administering federal education programs for private school students. The third section contains suggestions for participating in competitive grant programs. Federal education programs serving private school students are described in the fourth section. Three figures are included. The appendices offer information, sources, and contact persons for both private school administrators and public school personnel who coordinate federal program participation for private school students and teachers. (LMI)

ED 396 453 EA 027 707

Education Department General Administrative Regulations. 34 CFR Parts 74, 75, 76, 77, 79, 80, 81, 82, 85 and 86.
PUB DATE- 1 Jan 95
NOTE- 305p.; First printing.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; Federal Aid; Federal Government; Federal Programs; *Federal Regulation; Federal State Relationship; *Grants; Higher Education; Program Administration; Program Evaluation; Program Termination; *Program Validation

During calendar year 1994, the U.S. Department of Education published significant revisions to the Education Department General Administrative Regulations (EDGAR). These regulatory changes addressed the noncompeting continuation (NCC) application process for discretionary grants and cooperative agreements, the Department's implementation of the revised Office of Management and Budget (OMB) Circular A-110, and the rules for claiming reimbursement for indirect costs under the Department's grant awards. This book discusses each of these topics in detail. It contains the revisions to Parts 74, 75, 76, 77, 79, 80, 81, 82, 85 and 86 of the United States Code of Federal Regulations. Eleven tables are included. The appendix contains final regulations regarding Parts 75 and 76 that took effect on December 19, 1994. For the first time, the volume contains both a table of contents showing the location of major parts and a list of the information tables contained in the regulations, with their corresponding page numbers. A new topical index is included. (LMI)

ED 396 454 EA 027 708

Educ); Diversity (Student); New Mexico; Pennsylvania

This final report describes strategies identified from interviews with educators in eight school districts in three states (Arkansas, New Mexico, and Pennsylvania) concerning the disproportionate number of students from racial/ethnic minority groups receiving special education services. The first section describes the methodology of the case study examination. Sections 2 and 3 present the three state case studies and the eight school district reports, followed by a section summarizing challenges faced by school districts when addressing disproportionality. The fifth section summarizes recurring themes across states and districts. These include: (1) the importance of having a school staff trained to work with racially/ethnically diverse students; (2) the need for ongoing professional development in such areas as positive classroom management, identifying learning strengths, effective instructional practices for diverse learners, and nonbiased assessment; (3) the need for general and special educators to work together; (4) the importance of encouraging parent/family input at all educational levels; (5) the need for special education data to be disaggregated by race/ethnic group; and (6) the importance of school districts monitoring referral and evaluation/assessment processes and exploring ways to address disproportionality. Appended are ratings of state level initiatives, data collection guidelines, and plans from three of the school districts. (DB)

ED 396 474 EC 304 853

Mooney, Debby
You Can Go to College.
PUB DATE- 8 Mar 96
NOTE- 24p.; Paper presented at the International Conference of the Learning Disabilities Association (Dallas, TX, March 6-9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; *College Choice; *College Preparation; Decision Making; Developmental Studies Programs; Guidance Programs; Higher Education; High Risk Students; High Schools; High School Students; *Learning Disabilities; *Student Development; *Student Personnel Services
IDENTIFIERS- *University of the Ozarks AR

This paper offers advice to high school students with learning disabilities and their parents regarding choice of a college and personal preparation for college. Three levels of college support programs are described: minimal (in which general academic support services and developmental classes are available); moderate (in which the program for students with disabilities is coordinated and students are completely mainstreamed); and intensive (with a specific developmental component, a self-advocacy component, and specialized counseling). The program at the University of the Ozarks (Arkansas) is described as an example of a college offering an intensive support program. Program factors that students should look for to address specific weaknesses in reading, written expression, and mathematics are discussed. High school students are also urged to prepare for college by: (1) learning to get up on time; (2) improving time management skills; (3)

the following articles are offered: (1) "Evaluation of Posttraumatic Symptomatology in Infants and Young Children Exposed to Violence" (Charles H. Zeanah and Michael Scheeringa), which describes the range of symptoms and behaviors typically seen in these children; (2) "Developmental and Therapeutic Aspects of Treating Infants and Toddlers Who Have Witnessed Violence" (Theodore Gaensbauer), which uses a detailed case example to illustrate the evaluation and treatment process; (3) "Trauma Reverberates: Psychosocial Evaluation of the Caregiving Environment of Young Children Exposed to Violence and Traumatic Loss" (Marva L. Lewis), which offers a comprehensive approach to evaluating the child's environment; (4) "Children without Refuge: Young Witnesses to Domestic Violence" (Betsy McAlister Groves), which addresses issues in the evaluation process such as the tension between the needs of children and adults; and (5) "When the Helper Is Hurting: Burnout and Countertransference Issues in Treatment of Children Exposed to Violence" (Joy D. Osofsky), which offers guidelines for training and supporting front-line clinicians and collaborating effectively with other community professionals. Descriptions of 10 related videotapes are also included. (Contains 62 references.) (DB)

ED 396 492   EC 304 872

Sitlington, Patricia L.; And Others
Assess for Success: Handbook on Transition Assessment.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; Data Collection; *Disabilities; Educational Planning; *Education Work Relationship; Evaluation Methods; Family Involvement; Family Role; High Schools; *Individualized Education Programs; Records (Forms); Regular and Special Education Relationship; Self Determination; Student Educational Objectives; Student Evaluation; *Student Participation; Student Role; Teacher Role; *Transitional Programs

This handbook offers guidelines for the successful transition of students with disabilities into adult life and is designed to be used by everyone on the Individualized Education Program (IEP) team, including the student and family members. The first chapter provides an overview of the transition assessment process, including purpose and the laws requiring a transition assessment. Chapter 2 looks at transition assessment and career development. It provides a checklist and assessment questions to help teachers identify where along the career path of awareness, exploration, preparation, and assimilation a student is functioning. Chapter 3 focuses on integrating the results of transition assessment into the IEP. Sample case studies and transition goals and objectives are provided. Chapter 4 considers the role of the student in the transition assessment process and the development of self-determination skills. Chapter 5 discusses the role of family members, special education and general education teachers, support staff, and adult services providers in the transition process. Chapter 6 suggests methods to collect information on the student's strengths, needs, interests, and preferences. The final chapter offers a format for making the best match between the demands

Bishop, Virginia E.
Teaching Visually Impaired Children. Second Edition.
PUB DATE- 96
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Blindness; Child Development; Clinical Diagnosis; Developmental Stages; Diagnostic Teaching; Elementary Secondary Education; Evaluation Methods; *Learning Processes; Multiple Disabilities; Partial Vision; Preschool Education; Student Evaluation; *Teaching Methods; *Testing; Transitional Programs; *Vision; *Visual Impairments

Intended for either the general educator or the specialist, this text offers principles and teaching strategies for teaching students with visual impairments including both blind students and those with low vision. The book is organized into three sections: "Vision," "Learning," and "Testing and Transitions." The four chapters in the "Vision" section describe the visual system, what can go wrong with it, how it is evaluated, and how it can be enhanced. The five chapters in the "Learning" section discuss how a visual impairment affects learning in general, early development, and specific subject areas in school. The chapters analyze what special compensatory skills are needed and how multiple disabilities are related to visual impairment. The "Testing and Transitions" section explores diagnostic teaching methods, comprehensive assessments, and the various changes that occur during the school years and beyond for a student with visual impairments. Extensive appendices provide supplementary information on: the Individualized Family Service Plan, listening games and activities, handwriting using the braille cell as a reference, a typing curriculum, a list of assessments, an outline for evaluating functional vision, the structure of a Learning Media Assessment, a comprehensive list of resources, and a "Time-Line of Events Related to the Field of Visual Impairment." A glossary of terms is also provided. (Individual chapters contain references.) (DB)

ED 396 512 EC 304 913

Smith, Pamela, Ed.; And Others
Un Paso Adelante a los Tres Anos de Edad: Guia para las Familias (Step Ahead at Age 3: A Guide for Families).
SPONS. AGENCY- Associated Colleges of Central Kansas, McPherson.; Kansas State Dept. of Health and Environment, Topeka.
PUB DATE- 95
NOTE- 17p.; Prepared by the Bridging Early Services Transition Taskforce. For English language version, see ED 385 088.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; *Individualized Education Programs; *Individualized Family Service Plans; Infants; Parent Participation; Parent Rights; Preschool Education; Special Education; *Special Needs Students;

attitudes, career choice, reading topics, and college goals. The treatment entailed 2 days of lecture, with handouts, and 1 day of dance activity related to Mesoamerican culture. Results show significant differences in the students' familiarity with indigenous Mexican culture, and positive response to the heritage presentations. It is concluded that such exposure to heritage culture adds meaning to students' education, particularly in a culturally diverse context, and adds to self-esteem. Contains 25 references. (MSE)

ED 396 534 FL 023 877

Lemke, J. L.
Typological and Topological Meaning in Diagnostic Discourse.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Clinical Diagnosis; Discourse Analysis; *Discussion (Teaching Technique); Group Dynamics; Language Usage; *Medical Education; Nonverbal Communication; Problem Solving; Professional Education; *Semantics; Videotape Recordings
IDENTIFIERS- *Problem Based Learning

A 6-minute, videotaped segment of discourse in a medical school classroom problem-based learning session is analyzed for evidence of the kinds of meanings being constructed, their functions, and the linguistic, kinesic, and other means by which they are being made. Three interdependent discourse agendas are distinguished: construction, maintenance, and negotiation of group interpersonal relations; negotiated construction of thematic views of medical phenomena; and enactment of cultural and subcultural norms and formations. Nonverbal evidence is examined alongside speech. Focus of the analysis is on a perceived tension between the norms and strategies of medical diagnostic discourse, as practiced by the students, and the nature of the phenomena as they are constructed. The diagnostic approach and underlying medical terminology are viewed as typological, in semantic terms, while the natural phenomena require more topological approach. The coach/tutor is seen as taking a typological approach, and the students as bringing a topological perspective. A transcription of the discourse segment is appended. Contains 11 references. (MSE)

ED 396 535 FL 023 878

Huang, Shenghui C.; Chang, Shanmao F.
Taiwanese People's Attitudes toward Requiring EFL Course at Elementary Schools: The Opinions of the Taiwanese Students at Indiana University, Bloomington.
PUB DATE- Oct 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Educational Attitudes; *Educational Needs; Educational Policy; Elementary Education; *English (Second Language); FLES; Foreign Countries; *Foreign

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Civil Liberties; Civil Rights; *Colonialism; Community Education; Conflict Resolution; Developing Nations; Economic Development; Foreign Countries; *Freedom; International Relations; *Nationalism; *Peace; Political Attitudes; Slavery; Terrorism; Violence; War; World Problems
IDENTIFIERS- *Africa; *Peace Education

This book is a briefer, simpler popular edition of "Militarism and Peace Education in Africa." It is intended to interest the African peoples in the problems of peace and allow them to discuss and debate the issues of militarism and peace for Africa and to suggest solutions. It is also intended to interest leading organizations and people working at the grassroots level in urban and rural areas in problems of militarism and peace education. The first two chapters show how, in former times, militarism was brought to Africa by the Europeans through slave trade and colonialism. Chapter 3 shows how militarism continued after independence under neocolonialism in these forms: state terrorism, militarism based on ethnic nationality/conflicts, militarism resulting from "pastoralist conflicts," militarism resulting from cultural and religious conflicts, and militarism based on ideological conflicts. Chapter 4 explores how militarism is still connected to the exploitation and oppression of Africa with the new strategy called "low intensity conflict" or "low intensity war." Chapter 5 considers developing types of peace education and proposed content of peace education. Chapter 6 proposes the content of African peace education, including African history and civilization, cultural and moral education, development education, and human rights and equality education. Contains 15 references. (YLB)

ED 396 075 CE 070 197

Jobs: Ohio's Future. Creating a High Performance Workforce for Ohio. A Comprehensive Workforce Development Strategy Developed by the Governor's Human Resources Advisory Council. Revised.
PUB DATE- Jun 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competition; Economic Impact; *Economic Progress; Employment Potential; Futures (of Society); Job Skills; *Labor Force Development; *Statewide Planning; *Strategic Planning; Vocational Education
IDENTIFIERS- *Ohio

For a competitive advantage, Ohio must be sensitive to three national trends that will reshape its work force: the growing gap between the skill requirements of jobs and workers' capabilities, the slow growth of the labor force, and demands of a global economy. The future competitiveness of Ohio's economy will depend on its capacity to support the development of high performance organizations. A comprehensive work force development strategy for retraining Ohio's current labor force must be designed. Ohio's work force development mission is to achieve and maintain a high performance work force. Development strategies should be directed at three essential goals: to make Ohio businesses more competitive in the global marketplace; to domestic work in economic terms and in terms of well-being and must tailor vocational counseling services to the different stages of the homemakers' lives: the period of education and the moments of transition to the world of work, abandonment of work for the family, and return to work. It was recommended that the vocational counseling needs of young people in areas affected by industrial restructuring be met by providing them with labor market information during their formal education and training/retraining and counseling both outside and after the formal secondary education system. (A list of persons/organizations consulted is attached.) (MN)

ED 396 095 CE 071 504

Prescott, Carolyn A.
Education and Work: Toward an Integrated Curriculum Framework. A Report on the Integrated System for Workforce Education Curricula Project.
PUB DATE- 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Standards; Articulation (Education); Consortia; *Curriculum Development; Educational Change; Educational Needs; *Education Work Relationship; *Integrated Curriculum; *Labor Force Development; Models; Position Papers; Postsecondary Education; School Role; Secondary Education; *Systems Approach; Thinking Skills; *Vocational Education

This paper describes the rationale, direction, and progress of the Integrated System for Workforce Education Curricula (ISWEC), a project sponsored by a 25-state consortium that is designed to accomplish two primary objectives: (1) integration of academic and vocational education in a curriculum framework for grades 9-14 and (2) development of a process through which educators can elaborate upon the framework to adapt it to their schools' needs and strengths. The following topics are discussed: rationale for integration, consensus about education and work; pedagogical advantages to integration; role of standards in the ISWEC project; rationale for a comprehensive curriculum project; purpose and content of an integrated curriculum standard (ICS); process of grouping ICSs into clusters and career majors; role of assessment in the ICS framework; technique for using ICSs to develop curricula; process being used to develop the ICS framework; and relationship between integration and higher-order thinking skills. Contains 13 references. Appended are sample integrated curriculum standards and a list of steps toward integration using work force, academic, and occupational standards. (MN)

ED 396 096 CE 071 662

Young Person's Occupational Outlook Handbook. Descriptions for America's Top 250 Jobs. Based on the U.S. Department of Labor's "Occupational Outlook Handbook."
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; Career Education; *Educational Needs; *Employment Opportunities; *Employment Projections;

adults in one- and two-year postsecondary occupational education programs. Findings, based on an examination of a series of structural models linking family attributes to transition readiness, suggested that both unidirectional adult-to-child actions and the day-to-day relational elements of the family played a role in developing transition readiness for both adults and adolescents. Proactive family characteristics, such as being cohesive or expressive, having an active recreation orientation, and democratic decision making, contributed positively to transition readiness. Inactive family styles, such as being laissez-faire in decision making and/or enmeshed, worked against development of transition readiness. An authoritarian family functioning style made no contribution at all. Family characteristics seemed important in nurturing readiness for transition because families contributed to the development of family members' learning processes that, in turn, were useful in developing transition readiness. The role of their current family in developing transition readiness seemed similar for adults and adolescents. Important differences were found between present family and recollections of past family for adults. (Contains 131 references.) (YLB)

ED 396 114   CE 071 791

Kleifgen, Jo Anne; Frenz-Belken, Patricia
Problem-Solving at a Circuit-Board Assembly Machine: A Microanalysis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Creative Thinking; *Error Correction; *Manufacturing; Manufacturing Industry; Perception; *Problem Solving; Repair; Teamwork; *Troubleshooting; Vocational Education

A study described machine operators' problem-solving actions at a computerized circuit-board assembly machine in a small manufacturing plant located on the West Coast. Participants were a machine operator and his supervisor, both from Vietnam, who were building large prototype boards for a major computer corporation. Over a 6.5 minute interval, the workers confronted two problems with the assembly. First, the robotic arm was unable to pick a component from the feeder; and, second, the component was larger than the place assigned to it on the board. The workers solved the first problem by adapting machine parts so that the arm would place the component correctly and the second by recommending a change in the customer's design plans. For each problem they followed this procedure: notice the problem, hypothesize the source, test the hypothesis, and look for an optimal solution. Fine-grained analysis of the workers' actions on the machine showed they applied perceptual and representational competence during the problem-solving process. This second level of analysis of the workers' collaborative actions on the machine showed that they drew on well-honed perceptions--auditory, visual, and kinesthetic--to discover the trouble and find its source. Throughout the troubleshooting, the workers referred to various kinds of inscriptions; work with numerical inscriptions pervaded the activity. Worker perceptions and representations mutually elaborated on one another. (Contains 30 references.) (YLB)

Blacks; Case Studies; Community Development; *Community Education; *Community Organizations; *Democracy; Educational Change; Educational Needs; Educational Practices; Educational Trends; Foreign Countries; Leadership; Motivation; Organizational Change; Organizational Effectiveness; Organizational Objectives; *Political Socialization; Public Affairs Education; *Role of Education; Voluntary Agencies
IDENTIFIERS- Popular Education; *South Africa (Cape Town)

This document presents the findings of a comprehensive study of community organizations in Greater Cape Town from the 1960s to 1988 and the role of those organizations in the struggle for democracy in South Africa. It is divided into four sections. Section 1 presents background information on community organizations in South Africa, defines the term "voluntary association," and characterizes South Africa's voluntary associations. In section 2, selected South African community organizations are characterized from the following standpoints: membership, leadership, authority, accountability, motivation, and educational practices. Section 3 consists of two case studies. The first is a case study of selected community organizations in Greater Cape Town from the late 1970s to 1984, whereas the second focuses on Cape Town's community organizations from 1985 to 1988. Section 4, which constitutes more than two-thirds of the document, is an extensive table characterizing a total of 362 existing and defunct community organizations in Greater Cape Town. The organizations are listed by the following categories: civics; community work agencies; cultural; education, research, resource, and information; political; student and youth; and women. The following information is provided for each organization: name, life span, aims, main activities, and contacts/addresses. Contains 250 references. (MN)

ED 396 132 CE 071 858

Certification Testing Program for Entry-Level Electronics Technician Skills. National Skill Standards Development Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 28 Jun 96
NOTE- 13p.; For related documents, see ED 389 946, CE 071 859-860, and CE 071 909-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; Educational Certificates; Electronics Industry; *Electronic Technicians; Information Management; Job Skills; Postsecondary Education; Program Administration; Program Development; Standards; *Student Certification; Student Evaluation; Technical Education; *Test Construction; *Testing
IDENTIFIERS- *National Standards

The final work of the National Skill Standards Development Project (NSSDP) is to create a model for developing and administering a certification program for electronics technicians based on already developed skill standards. During its first 2 years, NSSDP has developed over 300 standards for work-ready, entry-level electronics technicians; developed measurement criteria to assess skill mastery; and determined the need for a program to assess the skill-based competency of entry-level technicians. The model certification program describes a structure and process to create, validate, administer, and protect the test and to record test results.

likely to be aware of such programs. Levels of school-business-labor partnerships appeared to be increasing. (Fourteen tables/figures are included. Appended are the survey instrument and a 15-item reference/suggested readings list.) (MN)

ED 396 149 CE 071 892

Connor, Helen; Pollard, Emma
What Do Graduates Really Do?
PUB DATE- 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Employer Attitudes; *Employment Level; *Employment Patterns; Followup Studies; Foreign Countries; Graduate Surveys; Higher Education; *Job Satisfaction; *Outcomes of Education; School Attitudes; School Surveys
IDENTIFIERS- *Career Paths; Employer Surveys; *University of Sussex (England)

The jobs and career paths of graduates of the University of Sussex in 1991-1993 were examined in a 1994 follow-up survey. Of the nearly 2,000 first-degree graduates contacted, 1,023 (56%) completed questionnaires. Within 6 months of graduation, only 2 of 5 respondents were in permanent jobs, 19% were in short-term or temporary employment, and 24% were enrolled in further study. The respondents' average initial unemployment rate over 3 years was 15%. One year later, it decreased to 10%. Male graduates were more likely to find employment soon after graduation. By 18 months after graduation, however, men and women were equally likely to be employed. Subject differences persisted, with graduates in engineering/technology being the most likely to have permanent employment. Significant career turbulence was discovered, but relatively little turbulence was found in terms of career-state change (between the three states of employment, training, and unemployment). Forty-seven percent of applied science graduates were in continuous employment versus fewer than one-third of pure science or social science graduates. Most graduates were satisfied with their current jobs. (Sixty-five tables/figures are included. Appended are the findings of interviews with 10 employers of University of Sussex graduates. Contains 20 references.) (MN)

ED 396 150 CE 071 893

Families and Literacy: Making Sense of the Issues. National Videoconference: December 14, 1995. Participant Packet. NCAL Practice Report PR96-01.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 14 Dec 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Case Studies; *Educational Needs; Educational Resources; *Intergenerational Programs; *Literacy Education; Models; National Programs; Organizations (Groups); Program Development; Questionnaires; Resource Materials; Second

The Arizona Adult Literacy and Technology Resource Center and the University of Tennessee's Center for Literacy Studies undertook a collaborative project to explore the feasibility and effectiveness of regional sharing of resources and expertise in field of adult education and literacy education. The project's goals were as follows: involve a broad cross-section of the field in deliberating the feasibility and effectiveness of regional resource sharing; identify possible models, priorities, and funding mechanisms for regional resource sharing; and produce a report and action plan for next steps in planning and implementation. A national working group of 18 representatives of diverse sections of the field of adult education and literacy oversaw the planning process through 2 meetings and other communications between October 1995 and May 1996. On the basis of 82 responses to a survey of state literacy resource centers, adult basic education directors, other state-level organizations, and local programs, a blueprint was developed for sharing resources and expertise in adult education and literacy across state lines. Included in the blueprint are the following: guiding principles for alliances; recommendations regarding structuring and funding them; and an action plan for a developing and evaluating a trial alliance. (Case studies of three model regional alliances for excellence are included.) (MN)

ED 396 168 CE 071 941

Growth of Jobs with Above Average Earnings Projected at All Education Levels. Issues in Labor Statistics. Summary 94-2.
PUB DATE- May 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Education Work Relationship; Employment Level; Employment Opportunities; *Employment Patterns; *Employment Projections; *Employment Qualifications; Employment Statistics; Entry Workers; Futures (of Society); *Labor Market; Occupational Information; *Wages

The Bureau of Labor Statistics projects national employment to grow by almost 26.4 million over the 1992-2005 period. The majority of these new jobs will be in higher-paying occupations. Entry requirements of the new jobs in occupations having above-average earnings will range from no more than a high school education to a bachelor's degree or higher. Occupations in which the most common entry requirement is a bachelor's degree or higher are projected to have the greatest increase of jobs with above-average earnings. Jobs for college graduates with above-average earnings will comprise more than 30 percent (nearly 8.1 million) of the new jobs. Nearly one-quarter of the new jobs that require at least a four-year college degree will be in just five occupations: accountants and auditors, systems analysts, and elementary, secondary, and special education teachers. Occupations that most commonly require some postsecondary training less than a bachelor's degree are also expected to have significant growth of jobs with above average earnings. Nearly half of these new jobs with higher earnings will be in only four occupations: food service and lodging managers, licensed practical nurses, registered nurses, and radiologic technologists and technicians. Although the share of jobs that require only a high school education is projected to decline in the years ahead, more than half of the total job growth over the 1992-2005 period will occur in these occupations. Jobs in occupations with above-average earnings in

Community Resources; *Economic Development; Financial Support; Information Sources; Natural Resources; Program Development; Recreational Facilities

This book presents a "bottom-up" action learning and action planning approach to community economic development. It is based on a learning experience for adults to promote community economic development that became the Community Economic Development Program. The book is organized in 11 chapters that cover the following topics: (1) framework for community economic development; (2) defining community economic development; (3) educating, training, and organizing community volunteers; (4) preserving environmentally sensitive and historic areas; (5) revitalizing the community and downtown areas; (6) developing tourism and recreation potential; (7) action planning in the community: applications to industrial recruitment and business retention and expansion; (8) funding and support for community economic development; (9) using a different approach for community economic development; (10) utilizing resources and building networks; and (11) future strategies for enhancing community economic development. Examples from community development projects are integrated into the text, and lists and tips are frequently given. The book is indexed and contains a list of 55 references. (KC)

ED 396 187 CE 071 973

Smith, Gail; Lowe, Ann C.
Pure Home Economics or Just a Fad? The Value of a Global Perspective.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; Foreign Countries; *Global Approach; *Home Economics; *Home Economics Teachers; *Integrated Curriculum; National Surveys; Secondary Education; *Teacher Attitudes
IDENTIFIERS- *Canada

Secondary-level home economics teachers in four Canadian provinces were surveyed regarding their views of the value of a global perspective in home economics courses. Questionnaires were mailed to a total of 292 home economics teachers who had attended a global education inservice program (44, 43, 62, and 104 teachers in Manitoba, Ontario, New Brunswick, and British Columbia, respectively). The response rates by province were as follows: Manitoba, 45.4%; Ontario, 47.6%; New Brunswick, 59.6%; and British Columbia, 36%. When asked to indicate their degree of support for a global approach in home economics on a 5-point scale, 71.3% of respondents responded with a 4 or 5. The reasons for support of a global approach clustered around the following themes: survival of home economics as a school subject; global education as a part of the mission of home economics; the need to prepare students for a rapidly changing global society; the importance of developing social and environmental responsibility; and cultural diversity. Despite their high level of consensus regarding the belief that the aims of global education can be achieved in home economics/family studies education, the home economics teachers disagreed regarding the substantive dimension of a global perspective in home economics. (Contains 35 references.) (MN) promising objective test appears to be a modification of the Continuous Performance Test (CPT). Advocates of the continuous performance type test claim the ability to differentiate ADHD children from non-ADHD children. This study of high-risk children ages 5 years 1 month to 7 years 8 months (n=54) examined the relationship between the omission and commission scores of the CPT and scores from two commonly used parent-teacher report measures. The individual subtest scores from the Conners Parent Rating Scale (CPRS) and the ADD-H Comprehensive Teacher's Rating Scale (ACTeRS) were factored with the omission and commission error scores from the CPT. The impulsive/hyperactivity scale (CPRS), the hyperactivity index (CPRS), the attention scale (ACTeRS), and the hyperactivity scale (ACTeRS) are often used to diagnose ADHD, therefore the construct validity of the CPT could be assessed by the resulting factor structure. Overall, the CPT appears promising as an objective measure of attention and impulsivity in children; however, why it is more closely associated with the parent ratings than teacher ratings needs further study. (Contains 22 references.) (Author/TS)

ED 396 207 CG 027 119

Rencher, Laura L.; And Others
Gender as Interpersonally Created in the Therapeutic Relationship: Client Considerations.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Client Characteristics (Human Services); Counselor Attitudes; Counselor Characteristics; *Counselor Client Relationship; *Helping Relationship; *Sex Bias; Sex Role; *Sex Stereotypes

Therapy can easily and unwittingly be dominated by the way that the larger society thinks and talks about gender issues. The best way to insure that society's dominant discourses do not implicitly shape therapy is to make gender issues explicit in the therapy dialogue when relevant to the discussion. Explicit treatment can lead to reconstructions of the dominant discourses or an opening up to alternative discourses. Also, it is important to remember that gendered behaviors are not static, but rather vary according to the situational context. In therapy, the therapist, client, and situational variables all play a part in the elicitation of gender-related behaviors in the client. Therefore, the therapist must be aware of these more immediate and proximal variables that may affect the display of gender-related behavior in therapeutic interactions. (TS)

ED 396 208 CG 027 120

Cardalda, Elsa B.; Costantino, Giuseppe
Socio-Cognitive Correlates to School Achievement Using the TEMAS (Tell-Me-A-Story) Culturally Sensitive Test with Sixth, Seventh and Eighth Grades At Risk Puerto Rican Students.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Rating; *Achievement Tests; Educational Testing; Elementary Education;

should note that students who are doing well in school may still suffer from a poor self-image. Contains 98 references. (RJM)

ED 396 228 CG 027 150

Hudley, Cynthia
Educational Alternatives for At-Risk Adolescent Learners: Two Case Examples.
PUB DATE- 24 Feb 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Classroom Environment; Educational Objectives; *High Risk Students; Junior High School Students; Remedial Programs; Secondary Education; *Teacher Attitudes; Teacher Expectations of Students; Teacher Influence; *Teacher Student Relationship

Researchers have long sought to enhance the academic achievement of low income, minority children. To understand adolescents' achievement motivation and persistence, investigations must focus on both the contexts of achievement and the characteristics of adolescent participants. In line with this aim, this study investigated a group counseling class and a remedial math class in a junior high school. Measures of adolescents' (n=47) perceived competence and intrinsic motivation, as well as teacher interviews, comprised the data sources. Using a social-cognitive framework, the analyses identified program characteristics and teacher beliefs and practices in each classroom that correlated with perceived competence and intrinsic motivation. Differences in levels of intrinsic motivation and competence beliefs among adolescents in the two classrooms were accompanied by differences in the teachers' instructional and disciplinary strategies and in their underlying beliefs. Program characteristics also differed. The effects of the differences are discussed in terms of cognitive mediators of motivations, tracking effects, and the unique educational needs of adolescent learners who are at risk for school failure. Four tables present interview questions and statistical analysis. Contains 21 references. (Author/RJM)

ED 396 229 CG 027 151

Beck, Klaus
The Segmentation of Moral Judgment of Adolescent Students in Germany: Findings and Problems.
SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
PUB DATE- 9 Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Comparative Analysis; Ethics; Foreign Countries; *Moral Development; *Moral Values; Secondary Education; Secondary School Students; Social Cognition;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Intervention; Elementary Education; *Elementary School Teachers; Family Environment; Inservice Teacher Education; Phonics; Reading Achievement; *Reading Failure; *Reading Instruction; Reading Research; *Teacher Attitudes
IDENTIFIERS- *Chicago Public Schools IL; Teacher Surveys; Teaching Research

A study determined classroom teachers' opinions of causal factors of reading failure and reported their attitudes on the major issues in reading instruction as suggested in current research. A representative sample of 100 elementary classroom teachers from School District #299 in the Chicago, Illinois area were sent the Ross Reading Survey. A total of 66 usable returns were received. Results indicated that teachers (1) felt they did not have the background necessary to remediate some of the reading problems pupils have; (2) felt there were too many levels in their reading classes, yet they still preferred heterogeneous grouping; (3) did not express the belief that school policy problems and lack of accountability were related to low reading achievement; (4) supported state-wide efforts currently being made to align assessment and instruction in Illinois; (5) supported early intervention programs and a reading curriculum which stresses training in phonics; and (6) believed poor reading achievement was caused by environmental problems in the home foremost, but also in the schools. Findings suggest that the importance of teacher inservice training cannot be overstated, and that elementary classroom teachers are informed on critical issues in reading instruction and are eager to learn more. (Contains 22 references and 1 table of data.) (RS)

ED 396 249 CS 012 490

Kosanovich, Marcia L.
The Study of First Graders Ability To Respond to and Analyze Picture Books.
PUB DATE- 26 Mar 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; *Cooperative Learning; *Creative Writing; *Grade 1; Grade 8; Instructional Innovation; Junior High Schools; Middle Schools; *Picture Books; Primary Education; *Reader Response; Reading Research; Student Developed Materials; *Student Reaction
IDENTIFIERS- *Story Webs

A study examined evidence that first graders are able to analyze and respond to picture books. The study resulted from the collaboration of an eighth-grade class and a first-grade class. The eighth graders were given the task of writing, illustrating, and reading a picture book for the first graders. The first-grade class was randomly divided into five groups of six. Subjects used a story web to identify and respond to the four story elements: setting, characters, problem, and solution. Results indicated that first graders pay attention to detail and are capable of identifying elements in analyzing stories. Findings revealed that they can respond to picture books and give valid reasons why they like or dislike a book. (Contains three references, a story web, a sample response chart, and quotations from first-graders.) (Author/CR)

ED 396 250 CS 012 491

the learners as teachers, and both as inquirers, is the essence of inquiry pedagogy. Implications for staff development are that issues of process and affect need to be addressed and the evolving nature of the inquiry pedagogy process needs support. Further research is suggested. (Contains a table of data, 2 figures, and 30 references.) (CR)

ED 396 270 CS 012 515

Rogers, Sue F.
Field-Based Research: When Preservice Practicum Teachers Make a Difference for Themselves and Their Students.
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the College Reading Association (39th, Clearwater, FL, November 4-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Field Studies; Grade 3; Grade 4; Higher Education; *High Risk Students; Instructional Effectiveness; Instructional Improvement; *Literacy; Preservice Teacher Education; Student Evaluation; *Teacher Evaluation; *Tutoring
IDENTIFIERS- *Preservice Teachers; Teaching Research; *Tutor Role

A study examined preservice practicum teachers' use of field-based research to assess their teaching so that they might learn the positive aspects and successful instructional strategies utilized with at-risk students during the practicum field placement experience. Subjects were eight preservice teachers enrolled in a reading practicum undergraduate course to tutor four third-grade and four fourth-grade students with reading and language arts problems. For 7 weeks, the teachers used formal and informal assessment procedures with a theme balanced language approach. Responses on literacy development and instructional strategies were compiled separately. Results indicated that, in 5 of the 18 statements, teachers identified all of the positive characteristics exhibited by tutees at least occasionally or frequently in their classrooms: improved attitudes, confidence, accomplishments in their reading and academic work, and improved social skills. The instructional strategies rated as more successful by 57% of the teachers were in production, making and using word walls, and drawing and producing story maps. Findings suggest that the tutors had made a difference in the lives of the children who were tutored. (Contains five references; a form for the survey of tutored children is appended.) (Author/CR)

ED 396 271 CS 012 516

Hodapp, Joan B.; Hodapp, Albert F.
Vocabulary Packs and Cued Spelling: Intervention Strategies.
PUB DATE- 15 Mar 96
NOTE- 9p.; Paper presented at the Annual Convention of the National Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cues; Elementary Education; *Instructional Effectiveness; Parent Role; Peer Teaching; *Reading Comprehension; *Reading Strategies; Teaching Methods;

the following cultural groups--African-American, Hispanic-American, Native American, and exceptional children. Entries in the bibliography contain an estimation of the educational level. Materials in the bibliography were published between 1954 and 1992. Most of the books in the bibliography are picture books, and all are located in either the collections of the Adams Library (Rhode Island College), the Curriculum Resources Center at Rhode Island College, or the children's room of the Providence, Rhode Island, Public Library. A list of seven bibliographies of children's literature and related references is attached. (RS)

ED 396 292 CS 215 287

Miletta, Maureen McCann
A Multiage Classroom: Choice & Possibility.
PUB DATE- 96
NOTE- 134p.; Foreword by Maxine Greene.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Classroom Environment; *Creative Teaching; Educational Change; Educational Objectives; *Integrated Curriculum; Intermediate Grades; Literacy; *Multigraded Classes; Peer Teaching; Reflective Teaching; Social Problems; Student Needs; *Teacher Role; Teacher Student Relationship; *Team Teaching; Theory Practice Relationship
IDENTIFIERS- *Learning Environments; *Student Empowerment

In this book, an experienced elementary school teacher recounts how she and three other teachers of grades 4, 5, and 6 decided to relax the compartmentalization of learning into subject areas and shuffle subject matter into new patterns to offer students a voice in their education. The book describes how the teachers created a multiage classroom--a place where learning is valued, where students can choose what they want and need to study, and where teachers are at liberty to develop imaginative programs. Both theoretical and practical, the book discusses ways teachers can (1) plan and develop a multiage program; (2) refine and expand the choices offered to children; (3) integrate and infuse the arts into the curriculum; and (4) effect change in their schools. The book also includes specific strategies to help children teach their peers, assess their own work, develop their own goals, and evaluate their own progress in parent conferences. The teachers who developed the program described in the book, looked for new ways to "unbuckle the curriculum"--to think creatively about possibilities for integrating reading, writing, and social studies, math, and science. The book notes that reading was something that was done all day long, and that the study of social issues helped define the program. It is hoped that teachers interested in creating similar learning environments or experimenting with new ideas and challenges will find encouragement in this book. An appendix contains sample daily module charts. (NKA)

ED 396 293 CS 215 288

Monseau, Virginia R.
Responding to Young Adult Literature. Young Adult Literature Series.
PUB DATE- 96
NOTE- 118p.; Foreword by Chris Crutcher.
LANGUAGE- English

urban settlement houses, a context from which the Community Literacy Center (CLC) emerges and yet seeks to reinvent in particular ways. The paper notes that the CLC is a community/university collaboration between the Community House (one of Pittsburgh, Pennsylvania's oldest settlement houses) and the National Center for the Study of Writing and Literacy at Carnegie Mellon. The second part of the paper examines the theoretical context of the CLC, examining how the concept of community literacy is positioned within other established theories of literacy as they relate to community building. The paper concludes with an examination of a set of guiding principles that have emerged after 5 years of reflecting on community literacy in practice on the Northside of Pittsburgh. Contains one figure and 49 references. (RS)

ED 396 312 CS 215 356

Dyson, Anne Haas
Confronting the Split between "The Child" and Children: Toward New Curricular Visions of the Child Writer. Occasional Paper No. 35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Children; *Childrens Writing; Elementary Education; *Writing (Composition); Writing Research
IDENTIFIERS- *Curriculum Reconceptualists; Diversity (Student); Writing Contexts

Using the concept of the "constructed child" to reflect on "the child writer," this paper addresses the ways in which educators make sense of what the child does when he or she writes in school. The paper draws upon experiences with 5- to 10-year-old children in a recent study of child writers, especially 8-year-old Ayesha. It pays careful attention to the children educators know in order to reconstruct the image of the child. The paper considers the dominant ways in which educators have constructed the child writer, and illustrates one way of reconceiving that child. The paper suggests that rethinking dominant images might help educators better meet the curricular challenges of the current time--among those challenges is the need to envision the child in ways that construct hope for and belief in the diversity of children. Contains 53 references. (RS)

ED 396 313 CS 215 357

Freedman, Sarah Warshauer
Moving Writing Research into the 21st Century. Occasional Paper No. 36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Cultural Influences; Elementary Secondary Education; Higher Education; Inner City; Multicultural

Jones, Donald C.
A Pragmatic Reconstruction of the Postmodern Impasse: The Resounding Relevance of John Dewey's Tacit Tradition.
PUB DATE- 29 Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; Higher Education; *Language Role; *Pragmatics; Teaching Methods; *Theory Practice Relationship; *Writing Instruction; Writing Processes
IDENTIFIERS- Agency Theory; Composition Theory; *Dewey (John); *Postmodernism; Pragmatism

The issue of agency bedevils contemporary composition theorists and practitioners. In theory, scholars such as Lester Faigley, James Berlin, and Patricia Bizzell have critiqued the foundation priority of thought to language, yet their emphasis on language has cast disturbing doubts on the origins of an individual's thoughts. In practice, the postmodern emphasis on social discourses has created some troubling assumptions about what composition students can and should do with language. Pragmatic philosophy begins with the principle known as the primacy of experience. An individual can develop knowledge from experience according to John Dewey's principle: the constructive process of knowing. Deweyan pragmatism is being practiced by writing process advocates such as Peter Elbow and Donald Murray who have been often labeled as atheoretical practitioners. The pragmatist rationale for many of Elbow's and Murray's most effective pedagogical practices reflect the relevance of Deweyan pragmatism to the postmodern impasse of agency. (Contains 3 notes and 13 references.) (CR)

ED 396 333   CS 215 392

Brooks, Kevin
Understanding the Absence of Composition in Western Canada: A Brief History.
PUB DATE- Mar 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Curriculum Development; Educational Development; *Educational History; *English Curriculum; *English Departments; Foreign Countries; *Higher Education; Literature Appreciation; *Writing Instruction
IDENTIFIERS- *Canada (West); Curriculum Emphases

Understanding the absence of composition in western Canada is predicated upon understanding the presence of composition in the United States, the only country in the world with a highly visible tradition of composition. This absence in western Canada, between 1900 and 1950, is largely a matter of appearance--composition in both countries was an institutional requirement. The blending of composition and literature, however, was the dominant pattern of instruction in western Canada, a pattern inherited from Harvard, where many professors

but instead the losing of, their cultural identities. Freire reveals what are vital cultural assumptions for his pedagogy when defining "freedom, silence, confrontation, communication, and self" in "Pedagogy of the Oppressed." Thais, however, define these terms in radically different ways from Freire, and these radical differences raise serious concerns for some students who are required to participate in emancipatory education. Thailand has never experienced colonialism, and 90% of its people are farmers, not industrial or service workers. Buddhist monks have established traditional, as well as non-formal education--since the 13th century their temples and monasteries have been centers for education. The dilemma is that Freire thinks that traditional education is oppressive, yet traditional Buddhist education in Thailand has earthly and spiritual freedom as a goal. A Thai in America processes the culture and language through the filters of Thai language, culture, and Buddhism. A Thai will mistake signs of individualism for signs of status. Thais are likely to find themselves sitting in an American classroom, with problems of acculturation. A case study of a young Thai female immigrant shows just how difficult that acculturation can be. The questions that must be addressed are whether culture is possible without oppression and whether oppression is the only outcome of a non-Freirean education. (Contains 10 notes and 27 references.) (NKA)

ED 396 353 CS 509 290

Varey, Kim Y.
"What Exactly Do You Mean by 'Culture'?" Using Films in the Intercultural Communication Classroom.
PUB DATE- May 96
NOTE- 21p.; Paper presented at the Annual Meeting of the International Communication Association (46th, Chicago, IL, May 23-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Cross Cultural Training; *Cultural Context; Cultural Differences; *Film Study; Higher Education; *Instructional Innovation; Instructional Materials; *Intercultural Communication; Student Needs; *Subcultures
IDENTIFIERS- *Communication Context; Cultural Studies

Anyone who teaches or has taken a course in intercultural communication inevitably faces the task of defining culture. The purpose of this paper is to provide examples and suggestions for using film segments to help students understand some of the conceptual components of culture using different perspectives than those to which they may be accustomed. Many students almost automatically equate intercultural communication with interactions between people from different countries. While much research does focus on cultures from various countries, students should also be aware of co-cultures and counter cultures that exist within their own country. Film segments featuring persons with disabilities, inner city runaways, gangs, the gay and lesbian community, and the elderly, for example, can help cast a different perspective for students on what constitutes "culture." Using film, supported by literature discussing various co-cultures, can be very fruitful for introductory or conclusionary discussions of culture as well as throughout the course when discussing elements such as nonverbal communication, stereotypes, and

1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education; Interprofessional Relationship; Leadership; Leadership Qualities; *Leadership Styles; *Organizational Climate; *Organizational Development; *Organizational Effectiveness; *Teacher Administrator Relationship; Teacher Attitudes

This paper describes the development of a revised Organizational Leader Authenticity Scale (OLAS) for use in determining the authenticity of both educational leaders and noneducational leaders. "Authenticity" refers to the degree to which the leader's action matches his or her words. A Staff Authenticity Scale was also developed and tested. The instruments were administered to a sample of 63 leaders from a variety of educational settings who were participants or mentors in a doctoral program at Duquesne University, and to the 835 staff members under their supervision. The instruments investigated the relationships of leader authenticity and staff authenticity with each of the following variables: organizational climate, organizational health, leader effectiveness, the leadership "themes" of The Gallup Organization's Principal Perceiver interview, and personal epistemology. Leader and staff authenticity were related as predicted to organizational health, organizational climate, and leader effectiveness. A causal model predicting organizational health and organizational climate from leader authenticity and staff authenticity was constructed. The appendix contains a copy of the survey instrument, three tables, and one figure. (Contains 25 references.) (Author/LMI)

ED 396 374   EA 027 595

Knight, Tony; Pearl, Arthur
Developing and Testing a General Theory of Education: The Role of Schools.
PUB DATE- Apr 96
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Classroom Techniques; College School Cooperation; Democracy; *Democratic Values; Educational Principles; *Educational Theories; Elementary Secondary Education; Foreign Countries; Privatization; *Role of Education; School Choice; *Theory Practice Relationship

This paper argued that a general theory that can provide a precise definition of educational goals and the means to accomplish them is absolutely necessary to resuscitate schooling, and that the classroom is the place where theory can be developed and tested. The paper makes the following points: (1) a general theory is vitally needed to deal with educational issues; (2) a general theory based on clear and specific democratic principles is preferable to existing and proposed theories; (3) educational theory needs to be developed and tested from the ground up; (4) the classroom is where important educational change occurs; (5) the more ordinary the classroom and undistinguished by special features, the more useful it

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Developing Nations; Educational Administration; Educational Finance; Educational Resources; Elementary Secondary Education; Foreign Countries; *Orientation; *Principals; *Professional Development; *School Administration
IDENTIFIERS- *Beginning Principals; *Kenya

Beginning principals in developing countries face drastically different problems than do their counterparts in developed countries. This paper presents findings of a study that surveyed Kenyan secondary school principals about the challenges they encountered. The questionnaire was sent to 200 secondary school principals--100 beginning and 100 experienced principals--from all 8 provinces in Kenya. A total of 142 responses were received, a return rate of 71 percent. The most serious problems facing beginning principals in Kenya included students who could not pay school fees and buy books, a shortage of school equipment and physical facilities, a lack of staff accommodation and playgrounds, students who must travel long distances, and the use of English as a medium of instruction. The problems were attributed to the educational system's failure to provide adequate financial support. It is recommended that beginning principals be provided with induction programs and inservice activities. Two tables are included. (Contains 34 references.) (LMI)

ED 396 394 EA 027 618

Theron, A. M. C.; Westhuizen, Philip C. van der
The Management of Resistance to Change and Polarity in Educational Organisations.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Conflict Resolution; Educational Change; Elementary Secondary Education; *Organizational Change; Organizational Communication; *Principals; *Resistance to Change; School Administration; Teacher Administrator Relationship

Research has shown that organizations differ on the basis of their willingness to change and the strategies they use to manage change. For this paper, data were gathered through a review of the literature and through nonstandard interviews with persons in two identified organizations who handle grievance procedures. The analysis identifies the different forms and types of resistance to change, describes strategies for managing resistance, and presents a model for managing resistance. Methods to manage resistance to change include education and communication, participation, facilitation and support, negotiation, persuasion/influence, manipulation/cooptation, and force. Guidelines for effective management of polarity are also offered. In summary, resistance is desirable and even necessary because it illuminates the need for more information about change; promotes better communication; identifies specific problems; facilitates improved planning for implementation; and indicates the intensity of staff attitudes toward change. Five figures are

ED 396 415 EA 027 644

Adams, Cynthia D.
Creating Caring Communities: What It Takes To Make Real Change in Real Schools.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Inservice Education; Program Development; Program Implementation; *Resistance to Change; *Staff Development
IDENTIFIERS- *White Plains School System NY

Two elementary schools in White Plains, New York, have been involved in the Child Development Project (CDP) since 1991. This paper describes how the staffs and administrators built caring communities into their schools. The paper is written from the perspective of a staff developer who became a district coordinator for staff development. The paper describes several staff issues involved in bringing about school change: (1) how to convince staff members who think they already have a caring community that there is a need to change or examine practices; (2) how to engage a staff that acknowledges the need for a caring community but disagrees with CDP's methods for organizing one; (3) how to help staff members who do not see the connection between building community and advancing the academic, social, and ethical development of students to consider another perspective; and (4) how to help people look beyond the individual parts of the program and consider the larger picture. Mechanisms that supported the change included CDP's strong, well-developed model, a critical mass of staff who agreed to try CDP, massive staff development, strong principal support, the development of local expertise, district support, new teacher orientation in CDP, parent education, and recognition of positive changes for students and teachers. Obstacles included time, money, competing interests for teachers' energy, institutionalized structures that interfered with teachers' adult learning, lack of trust among staff, and resisters. (LMI)

ED 396 416 EA 027 645

Snyder, Karolyn J.; Acker-Hocevar, Michele
Managing Change to a Quality Philosophy: A Partnership Perspective.
PUB DATE- 95
NOTE- 28p.; Paper presented at the Annual International Conference of the Association of Management (13th, Vancouver, British Columbia, Canada, August 2-5, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Educational Quality; Elementary Secondary Education; *Organizational Change; Organizational Development; *Partnerships in Education; *Performance; Principals; *Total Quality Management

Within the past 5 years there has been an international movement to adapt the principles and practices of Total Quality

DESCRIPTORS- Administrator Behavior; Administrator Characteristics; *Leadership; *Leadership Qualities; *Leadership Styles; *Leadership Training; Management Development; *Organizational Communication; Organizational Development; Self Evaluation (Individuals)

A crucial component of leadership is the element of choice. Regardless of how much a person studies leadership, it is essential that he or she makes a conscious choice to accept the leadership role. This book defines leadership, gives examples of research in the field and explains how this knowledge can be used, describes leadership-development programs and surveys, and considers the literature of leadership. Chapters 1 through 4 define leadership and describe ways in which it might be exercised. Chapters 5 and 6 highlight research methods used to demonstrate the impact of improved leadership. The seventh and eighth chapters describe a leadership-development program at a well-known training center, with a focus on the tests and materials completed by participants before arrival and the actual program activities. Various programs in the education and training of leaders and managers are described in chapter 9. The ways in which experience develops and modifies leaders' behaviors are reviewed in the 10th chapter. Chapter 11 examines the uses of survey methods to assess the mood of group members and inform leaders of the effectiveness of their communication programs. Studies of the use of power and position and the outcomes of such use are reviewed in the 12th chapter. Chapter 13 summarizes literature on leadership and cultural differences, and chapter 14 highlights how reported studies can help leaders work better with followers and organizations to achieve objectives. A total of 127 propositions offered throughout the book are summarized in the final chapter. Chapter notes, 8 tables, 6 figures, and an index are included. The appendix contains a list of questions for self-review. (Contains 212 references.) (LMI)

ED 396 436 EA 027 674

Hovey, Hal
The Property Tax in the 21st Century.
PUB DATE- May 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Assessed Valuation; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditures; Fiscal Capacity; Income; Property Appraisal; *Property Taxes; *Resource Allocation; *State Action; *Tax Effort; Tax Rates

This paper discusses the current role of the property tax as a revenue source for state and local governments. It is written for state and local policymakers and others interested in property taxes, including those who lack an indepth knowledge of tax systems. The purposes of the paper are to: (1) explain the current role of property taxes in financing government and how the current situation developed; (2) acquaint the reader with the general arguments for and against heavy reliance on property taxes in financing governments; (3) assess the concerns about property taxes that bring the idea of reducing them to the state policy agenda; (4) analyze the other concerns that have caused property taxes to continue to be a mainstay of state-local finance; (5) summarize what has been happening recently on this issue in the states; and (6) offer suggestions

Abelmann, Charles H.; Kenyon, Susan B.
Distractions from Teaching and Learning: Lessons from Kentucky's Use of Rewards.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Accountability; *Educational Assessment; Elementary Secondary Education; *Incentives; Institutional Characteristics; Performance; *Program Effectiveness; Program Implementation; *Rewards; *State Programs; *Teacher Motivation; Teacher Participation
IDENTIFIERS- *Kentucky

If rewards are to be used as a school-reform tool, their formats must be more closely tailored to the organizational characteristics of schools and to the purpose of improving teaching and learning. This paper describes lessons learned from Kentucky's collective incentive system, the Kentucky Instructional Results Information System (KIRIS). The paper provides an overview of the history of reward programs in other states, discusses the general assumptions and conditions related to their implementation, and describes the background of Kentucky legislation and KIRIS (which was mandated in 1990 by the Kentucky Education Reform Act). The rest of the paper presents findings of case studies of three elementary schools and one high school in Kentucky that examined how the schools approached the distribution of rewards differently. The cases illustrate how the principles of reward programs and KIRIS practices are misaligned. The paper identifies six main challenges for state policy makers who consider using rewards as part of an incentive program to improve student performance: (1) involving teachers in the actual design process of the incentive program; (2) linking rewards to individual student progress; (3) resolving issues of fairness; (4) defining a clear link between the distribution of rewards and continued improvement of teaching and learning; (5) ensuring state justification and rationale for incentive programs; and (6) ensuring long-term stability of the incentive program. Three tables are included. (Contains 23 references.) (LMI)

ED 396 455 EA 027 748

Title IX Grievance Procedures: An Introductory Manual. 2nd Edition.
PUB DATE- 87
NOTE- 94p.; Originally written by Martha Matthews and Shirley McCune, Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, D.C.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Civil Rights; Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; Equal Opportunities (Jobs); Federal Legislation; *Grievance Procedures; Higher Education; *Nondiscriminatory Education; *Sex Discrimination; *Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

practicing self-discipline; (4) developing career goals; (5) learning to type; (6) taking as many math courses as possible; and (6) writing something every day. Appendices list suggested resources. (DB)

ED 396 475 EC 304 855

McGrew, Kevin S.; And Others
Why We Can't Say Much about the Status of Students with Disabilities during Education Reform. Synthesis Report 21.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Data Analysis; Databases; Data Collection; *Disabilities; *Educational Assessment; *Educational Objectives; Educational Policy; Elementary Secondary Education; Models; National Competency Tests; Needs Assessment; Policy Formation; *Student Participation; Testing Problems; Validity
IDENTIFIERS- National Center on Educational Outcomes; Performance Indicators; Testing Accommodations (Disabilities)

This report synthesizes the results of activities of the National Center on Educational Outcomes (NCEO) focused on determining whether secondary data analysis of state and/or national data collection programs could produce policy-relevant reports on the status of children and youth with disabilities. The report describes methodology and findings of the NCEO's five-step approach: (1) identifying a working list of potentially useful and relevant state and national data sets; (2) targeting specific data collection programs that include indicators relevant to NCEO's conceptual model of educational outcomes and indicators; (3) conducting disability-sensitive reviews of the targeted databases; (4) analyzing the databases to determine the extent to which NCEO's conceptual model of outcomes and indicators is represented in state and national data collection programs; and (5) developing and completing a list of prioritized secondary data analyses. The report concludes that the exclusion of significant numbers of students with disabilities from both state and national data collection programs and/or the nonexistent or varying disability-specific variables used to identify these students make it all but impossible to describe the status of students with disabilities. Recommendations are offered for improving the collection and reporting of information in state and national data collection programs. These include: develop broader and more uniform definitions of sample eligibility across state and/or national data collection programs; increase adherence to inclusion guidelines; and include follow-up studies and special analyses of ineligible students as a standard component of data collection programs. (Contained 30 references.) (DB)

ED 396 476 EC 304 856

Geenen, Kristin; And Others
A Disability Perspective on Five Years of Education Reform. Synthesis Report 22.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95

of future environments and the individual student. Appendices offer a list of commercially available measures and sample community, job, vocational, and program assessment forms. (DB)

ED 396 493 EC 304 873

Mar, Harvey H.; Sall, Nancy
Mike's Educational Program: Long Island, New York. Case Study. Social Relationships of Children and Adolescents with Deaf-Blindness Research Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 95
NOTE- 19p.; For the final report of this project, see ED 395 416.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Deaf Blind; Family School Relationship; Inclusive Schools; Individualized Instruction; Intermediate Grades; *Mainstreaming; Males; Multiple Disabilities; Outcomes of Education; *Peer Relationship; Program Development; Program Effectiveness; Resource Room Programs; *Social Integration; Teacher Collaboration; Teamwork; Visually Impaired Mobility

This case study describes the educational history and current program of Mike, a mainstreamed sixth-grader with deaf-blindness. It addresses the boy's successes and the ongoing challenges faced by his family, his educational team, and his peers. Background information notes his diagnosis of total blindness and moderate to severe hearing loss, his integration since preschool, and the support provided for his community school setting. In addition to classroom-based instruction, Mike receives special instruction in basic academic skills, orientation and mobility, and braille/computer skills. The case study briefly describes family involvement and support, the school setting, and special education supports and services. Factors related to the relatively successful outcomes of Mike's program are identified, including administrative support, team decision making, student-teacher "matching," "fluidity" in teaching roles and methods, social accommodation in the physical environment, facilitation by the assistant teacher, peer problem solving, peers' attitudes and acceptance, and changes in qualities of peer interaction. Challenges and long-term issues are also addressed. These include coordination of orientation and mobility services, balance between providing support and promoting independence, entry into seventh grade, development of long-term friendships, and maintaining satisfactory learning outcomes. (DB)

ED 396 494 EC 304 874

Notes for Educators Working with Students Who Are Deaf-Blind: The Role of the Teacher in Facilitating Interaction; Adapting Classroom Materials & Activities; Grouping Strategies To Increase Interaction; Cooperative Learning Strategies.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Toddlers; *Transitional Programs
IDENTIFIERS- *Kansas

This publication guides Spanish-speaking parents in Kansas communities as they plan for the transition of young children with special needs from the Infant-Toddler Services program to Early Childhood Special Education Services and/or other community services. Information is provided on the seven-step process: (1) planning ahead; (2) the transition meeting; (3) evaluation; (4) staffing; (5) getting ready for the Individualized Education Program/Individualized Family Service Plan (IEP/IFSP) meeting; (6) participating in the IEP/IFSP meeting; and (7) putting the IEP/IFSP into action. Information in each section generally includes questions to consider, important people to contact, action steps, and a checklist. A final section summarizes what the law says about parental rights in the areas of written consent, parent participation, educational evaluation, records, confidentiality of information, and due process. (DB)

ED 396 513 FL 022 525

Renner, Christopher
Writing Conferences and Some Applications for the EFL Classroom.
PUB DATE- Oct 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Audience Awareness; *Classroom Communication; Classroom Techniques; Communicative Competence (Languages); *English (Second Language); Foreign Countries; Language Teachers; Peer Evaluation; Peer Teaching; Reference Materials; Second Language Instruction; Small Group Instruction; Teacher Role; Teacher Student Relationship; Writing Evaluation; *Writing Exercises; *Writing Instruction; Writing Processes

A teacher of English as a Foreign Language (EFL) to adults in a non-English-speaking country describes use of classroom writing conferences to improve student language use and introduce writing into the communicative syllabus. The approach is based on a conference format and focuses on self-directed inquiry. Students are provided with monolingual dictionaries and thesauri, a writing journal, and some reference works. Two basic formats were adopted: peer (student-student) and teacher-student conferences, with participants in pairs or small groups. Each conference focuses on one of three areas: content (while work is in process); process and style; or assessment of skill, form, vocabulary, structure, coherence. In each conference, four things happen: the writer reads his piece aloud; listeners respond by asking questions or commending good technique; the writer explains his perspective and asks for audience clarification of comments, focusing on content, process, or evaluation; and discussion turns to what the writer will do next with the piece. These steps are designed to build audience awareness and related writing processes. It is recommended that this be scheduled as an open-ended exercise. Students' favorite works are compiled at course conclusion. (MSE)

ED 396 514 FL 022 526

Renner, Christopher E.
Getting Started: Overcoming "Writer's Block" in EFL Students.
PUB DATE- Dec 92

Students; Graduation Requirements; Higher Education; Instructional Materials; Interviews; *Language Role; Language Teachers; Material Development; Public Policy; *Student Attitudes; Surveys; Teacher Education
IDENTIFIERS- Indiana University Bloomington; Taiwan; *Taiwanese

A study investigated the Taiwanese people's attitudes toward the issue of requiring English-as-a-Second-Language (ESL) instruction at the elementary school level in Taiwan. Taiwanese students (n=45) at Indiana University, Bloomington were randomly selected as subjects from a Chinese student association directory. They were 21-43 years old, from 21 departments, and educated in Taiwanese schools until at least high school. Subjects were administered an attitude survey, and 20 were also interviewed either briefly or extensively by telephone. Results indicate that the subjects show a slight tendency toward the requirement of ESL instruction in elementary school, although interviewees expressed more negative opinions. Most subjects believed the English is an international language, one which can be used most broadly by the Taiwanese. In addition, most respondents felt the first step in implementing ESL instruction at the elementary level is to upgrade teacher training and instructional material development. The survey instrument and response summary are appended. Contains 11 references. (MSE)

ED 396 536 FL 023 879

Huang, Shenghui C.; Chang, Shanmao F.
Self-Efficacy of English as a Second Language Learner: An Example of Four Learners.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Advanced Courses; Case Studies; *College Students; *English (Second Language); Higher Education; Intensive Language Courses; Interviews; *Language Skills; Second Language Learning; *Self Concept; *Self Efficacy; Self Evaluation (Individuals); Writing Skills

A study of English-as-a-Second-Language (ESL) learners' self-efficacy and its relationship to achievement is reported. Subjects were four students from the highest level reading and writing class in Indiana University's intensive English program. Each was interviewed in a tape-recorded session, to explore his/her English learning experience and perceptions of self-efficacy in English learning. The researcher also observed the participants' class five times after the interviews, examined writing assignments, and had them respond to two questionnaires, one asking direct questions about language skills and the other a standardized adult literacy and ESL learning self-efficacy questionnaire. Results for each subject are described separately, and conclusions are drawn from the group's results. It was found that the subjects' self-efficacy was generally significantly higher than their learning achievements. However, their achievements did correspond to their perceptions of their own ability. Participants' interest in class assignment topics and perceptions of the teacher's support also influenced self-efficacy, both negatively and positively. Required tasks and assignments were perceived as helpful in promoting persistence and aspiration. Additional factors found influencing self-efficacy included learner's performance, comparison with other learners, task complexity, and effort expended on a task. Contains 11 references. (MSE) ensure that all Ohioans achieve the skills and abilities needed to succeed in a high performance workplace; and to help all Ohio families to become self-sufficient. Four strategies are recommended to achieve these goals: create a high performance business climate; improve the performance of Ohio's education system to ensure that all students acquire the basic skills necessary to compete in a global economy; establish comprehensive and coordinated work force training programs that will help all workers acquire the skills and abilities needed to function effectively in high performance organizations; and remove the major barriers to employment and self-sufficiency for Ohio workers and families. (YLB)

ED 396 076 CE 070 366

Norback, Judith Shaul; And Others
Job Literacy Analysis: A Practical Methodology for Use in Identifying Job-Related Literacy Skills.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Basic Skills; Educational Research; *Job Analysis; *Job Skills; *Literacy; *Occupational Information; *Reading Skills; Task Analysis; Vocational Education; Workplace Literacy
IDENTIFIERS- *Literacy Audits

The Job Literacy Analysis (JLA) was developed in response to the need for analyzing the literacy requirements of various occupations in an effort to match the instruction to the job and to enhance the job relatedness of curricula. It is a systematic, comprehensive process for identifying the important literacy skills needed by workers to function effectively in their current job. JLA is a result from an attempt to synthesize and augment the work in job-related reading conducted by Sticht, Mikulecky, Kirsch, and others. The five steps in the process are as follows: (1) personal interviews of job incumbents across settings; (2) content analysis of materials gathered during interviews; (3) review of materials and tasks by advisory committee that identifies important and representative materials and tasks; (4) development and distribution of survey and data analysis of results; and (5) skills identification using final job literacy description. The jobs of food service worker, entry-level secretary, and mid-to-executive level secretary have been analyzed. Important differences have been identified between JLA and Literacy Task Analysis (LTA), with the main difference being the focus in JLA on the most literacy skills, tasks, and materials as compared with the focus in LTA on areas with which workers have difficulty. The two approaches may fill different needs. (Appendixes include references, tables, and a diagram.) (YLB)

ED 396 077 CE 070 371

Parsons, Cynthia
Serving To Learn, Learning To Serve. Civics and Service from A to Z.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)

*Employment Qualifications; High Schools; Occupational Information; Occupations; Salaries; Salary Wage Differentials; *Work Environment

This book, which is intended for high school students, contains descriptions of the top 250 jobs in the United States. Presented first is an introduction that includes tips on identifying jobs of interest, an explanation of the entries provided in each job description, and things to consider when making a career decision. The job descriptions, which are based on those found in the "Occupational Outlook Handbook," are arranged by the following occupational categories: executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; marketing and sales occupations; administrative support and clerical occupations; service occupations; agriculture, forestry, fishing, and related occupations; mechanics, installers, and repairers; construction trades and extractive occupations; production occupations; transportation and material moving occupations; and job opportunities in the Armed Forces. Each job description includes information about the following: job duties/activities/responsibilities; interesting facts or details related to the job; working conditions, including number of hours worked each week, physical requirements, and possible health hazards; required courses; activities to determine if the job is enjoyable; related jobs; expected average earnings; required education and training; and job outlook. (MN)

ED 396 097 CE 071 693

Final Report of the Working Group Meeting C, "Standards in Vocational Training" (Berlin, Germany, February 15-16, 1996). and Minutes of the Working Group Meeting C, "Standards in Vocational Education and Training."
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Case Studies; Comparative Analysis; Conferences; *Curriculum Development; Foreign Countries; *International Educational Exchange; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Europe; *National Standards

Representatives from 13 Central and Eastern European countries, the European Centre for the Development of Vocational Training, and the Organization for Economic Cooperation and Development met for 2 days in Berlin to continue European Training Foundation (ETF) efforts to design a methodology for formulating standards in vocational training (VT) to be used as a framework for developing VT in Central and Eastern Europe. The objectives of the meeting were as follows: presentation of case studies of development of VT in the Czech Republic, Russian Federation, and Hungary and analysis of their different approaches and procedures; creation of a model for standards development and determination of the essential advantages and disadvantages of the various approaches; and formulation of proposals for continued support of the Central and Eastern European countries by the ETF in developing national vocational standards. After a comparative analysis of the case studies, a nine-step model approach to developing vocational standards was developed, and proposals for continued cooperation with the ETF

ED 396 115 CE 071 792

Bragg, Debra D.; Hamm, Russell E.
Linking College and Work: Exemplary Policies and Practices of Two-Year College Work-Based Learning Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 218p.; For the report of phase one, see ED 378 446.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; College Programs; Demonstration Programs; *Education Work Relationship; Institutional Cooperation; Models; Program Implementation; School Business Relationship; Teaching Methods; Two Year Colleges; *Work Experience Programs

Based on an initial phase of a study conducted in 1993 that surveyed 1,200 two-year colleges to describe the scope and character of work-based learning programs already in existence, phase 2 sought a more in-depth understanding of selected exemplary work-based learning programs. Ten programs in eight two-year colleges were identified for further in-depth analysis using qualitative methods. Case studies were conducted in field visits. Programs studied included the following: early childhood education, tree fruit production, management and marketing, resort management, culinary arts, nursing technology, and manufacturing technology. The programs used a variety of methods and ranged in size from 10 students to more than 300 students. Common factors found among the programs included the following: (1) strong program leadership; (2) exclusive connections between the program and its environment; (3) frequent and effective communication with local employers; (4) beliefs about program excellence; (5) an effective school-based learning component; (6) adequate and diverse financial support; and (7) innovative program and pedagogical features. Six recommendations were offered concerning the following areas: provision of adequate and stable funding; the need for educators to play a more prominent role in preparing employers and employees to provide meaningful work-based learning opportunities, especially for adults; the merits of reconfigured and strengthened cooperative education models in which adults take responsibility for their own learning; the need for senior college administrators to show more active and visible support for work-based leaning; and the need for more systemic approaches involving the creation of standards and credentialing mechanisms and state or regional delivery strategies. (Contains 42 references. Half the document consists of two appendices: profiles of the 10 case study programs and information on research team members.) (KC)

ED 396 116 CE 071 794

Tang, Thomas Li-Ping
Pay Differentials as a Function of Rater's Sex, Money Ethic, and Job Incumbent's Sex: A Test of the Matthew Effect.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Two tests have been structured--a technical skill exam and a technical fundamentals exam. Proposals from testing organizations for contract support in developing a test bank or pool and test forms are being reviewed. The test administration process includes these components: registration of examinees and verification of registrants; establishment of test sites and appointment of proctors; development and distribution of test guides; onsite test administration; test scoring; and securing of tests and results. Issues of data management related to scoring and security have been covered. Three options for program management are being considered: management by an existing industry organization, establishment of an independent test management organization, and assumption of program management by an existing independent organization. (YLB)

ED 396 133 CE 071 859

National Skills Standards Development Project. Study of the State of the Art of Certification and Accreditation Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 29p.; For related documents, see ED 389 946, CE 071 858-860, and CE 071 909-910.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Auto Mechanics; Building Trades; *Electronics Industry; Electronic Technicians; Postsecondary Education; Printing; Program Administration; Program Content; Program Design; Quality Control; Standards; *Student Certification; Surveys; Technical Education; Vocational Education; Welding
IDENTIFIERS- *National Standards

A study of 10 organizations explored how their various certification or accreditation programs were developed, structured, and managed and made observations to guide the development of certification or accreditation for the electronics industry. From November 1994 through January 1995, a phone and fax survey was conducted of these organizations: American Institute of Certified Planners, American Society for Nondestructive Testing, American Welding Society, Associated General Contractors of America, Electronic Technicians Association International, Federal Aviation Administration, International Society of Certified Electronics Technicians, National Automotive Technicians Education Foundation, National Institute for Automotive Service Excellence, and Printing Industries of America. All eight organizations with certification programs required the individual to have some work experience and tested examinees for knowledge of relevant subject matter. The majority developed their own tests, and tests were continually revised with input from industry. All four organizations that accredited training programs required an industry-based curriculum; three required certified instructors and had stated minimum standards for facilities, administration, and equipment. (A large part of the report provides study findings for each program reviewed, including program content, structure, and management; process; and observations. A list of conclusions follows. Appendixes include a summary in table format and questions for the case study.) (YLB)

ED 396 134 CE 071 860

Language Instruction; Staff Development; *Teleconferencing
IDENTIFIERS- *Family Literacy

This document, which was developed for use by the participants in a national staff development videoconference on making sense of the issues in family and adult literacy, contains useful information and resources for literacy program staff who are considering making changes in their literacy programs. The document consists of the following: videoconference evaluation form; list of conference sponsors, panelists, and staff; conference agenda; and participant packet. The contents of the participant packet are organized as follows: family literacy program issues (issues from the field, current models for family literacy programs, a family agenda for literacy programs for second language learners, and issues to consider when developing family literacy programs); description of three published family literacy program case studies; selected resources for family literacy (31-item annotated bibliography and annotated list of 16 selected organizational resources); and electronic online resources for family literacy and guidelines for accessing them. (MN)

ED 396 151 CE 071 894

Harvey-Morgan, Joyce
Moving Forward the Software Development Agenda in Adult Literacy. A Report Based on the Adult Literacy Software Development Conference (Reston, Virginia, October 18-19, 1994). NCAL Practice Report PR96-02.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Computer Software Development; *Conferences; *Courseware; Educational Legislation; Educational Needs; Educational Quality; Educational Technology; Federal Legislation; *Literacy Education; Teacher Role

This report describes the Adult Literacy Software Working Conference, which was attended by 52 adult literacy practitioners, software developers, hardware vendors, other educational technology specialists, policymakers, and researchers. The conference participants identified market, program and staff, and design and quality issues related to adult literacy software development and discussed potential roles and actions for each of the major stakeholders in adult literacy software development to achieve necessary changes and improvements in the field. The four papers presented are as follows: "The Adult Literacy Software Developer's Perspective" (Robert A. Lemire); "The Adult Literacy Software Marketplace" (Tim Songer); "Instructional Software Quality: More Possible than Ever Before" (Richard L. Venezky); and "Literacy Software User Concerns" (Lucy Tribble MacDonald). Working group reports are on the following topics: drafting Adult Education Act legislation fostering software development and use; creating an ideal public-private venture to support the production and use of adult literacy software; and designing an adult literacy software product prototype combining elements of instructional quality and pedagogical effectiveness. (MN)

ED 396 152 CE 071 895

this education groups are projected to increase by almost 4.3 million--more than 28 percent of the economy's total job growth. (KC)

ED 396 169 CE 071 942

Part-time Work: A Choice or a Response. Issues in Labor Statistics. Summary 94-11.
PUB DATE- Oct 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Business Cycles; Employed Women; *Employment Patterns; Employment Problems; Employment Statistics; *Labor Market; *Part Time Employment

In 1993, about 21 million persons in the United States (about one-fifth of the total in nonagricultural industries) worked part time (fewer than 35 hours a week). Although the majority of persons working part time do so voluntarily, over the past 2 decades the number of involuntary part-time workers, those who want full-time jobs but who settle for part-time work, has increased dramatically. Voluntary part timers are likely to be women aged 25-54, young people aged 16-24, or older people (aged 60 and over). Involuntary part-time workers who usually work part time are also more likely to be women aged 25-54 or young people. A much higher percentage of men are represented among the involuntary part-time workers who usually work full time, usually as the result of business cycles. All of the increase in part-time workers from 1973 to 1993 was among involuntary part-time workers who usually work part time. This increase in the ratio of part-time workers to the total is accounted for entirely by the faster growth of industries that employ many part timers. In particular, the growing share of jobs in services, retail trade, and finance, insurance, and real estate resulted in a small rise in the proportion of workers who are employed part time. As a result of the recession of 1990-91, the number and the proportion of workers who were involuntarily on part-time schedules rose but did not decrease at the end of the recession as it had in previous cycles. (KC)

ED 396 170 CE 071 944

School Enrollment after Age 25. Issues in Labor Statistics. Summary 95-8.
PUB DATE- Jun 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Students; *College Programs; Educational Attainment; *Enrollment; Enrollment Influences; *Enrollment Trends; *Females; *Males; Minority Groups; Postsecondary Education

The number of persons aged 25-64 enrolled in school has increased dramatically between 1978 and 1993, but it is not clear that these adult students are reacting to labor market incentives to a much greater extent than before. The data indicate that most of the increase in the number of older persons enrolled in school results from a rise in the size of that population, not from rising rates of enrollment. On the other hand, increases have occurred in enrollment rates of women between the ages of 25 and 54. Since the late 1970s, women have made up the

ED 396 188 CE 071 984

Groff, Warren H.
Creating and Sustaining Learning Communities in the Digital Era.
PUB DATE- 96
NOTE- 368p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; Community Colleges; Computer Networks; *Computer Uses in Education; Critical Thinking; Curriculum Development; Developmental Programs; Educational Needs; Educational Planning; Educational Practices; Engineering Education; Higher Education; *Labor Force Development; Learning Disabilities; *Lifelong Learning; Mathematics Instruction; Nursing Education; *Online Systems; Practicums; *Professional Continuing Education; Program Development; Regional Programs; Remedial Instruction; Shared Resources and Services; Strategic Planning; Teacher Education; Technological Advancement; *Technology Education; Thinking Skills; Two Year Colleges
IDENTIFIERS- *Learning Communities; Pennsylvania

This document contains materials about and products of a practicum devoted to creating and sustaining learning communities in the digital era that was conducted by Nova Southeastern University in Winter 1996. First, human resources development programs are discussed as vehicles for creating high-performance learners, workers, and leaders who are equipped with the critical thinking, communication, and specialized job skills required to function in high-tech workplaces. Described next are efforts to establish/maintain online learning communities, including the Greater Philadelphia Area Citystate program and a human resources development program in western Pennsylvania. The implications of online learning communities for higher education and considerations in creating and sustaining/expanding them are examined. Appendixes constituting more than 90% of this document contain information about products of the U.S. National Information Infrastructure Initiative, five newsletters on sustaining a learning community, and the following seminar and practicum papers: "Analysis of Human Resources Development at Garrett Community College" (Thomas H. Kierstead); "Remedial and Developmental Mathematics at Garrett Community College: A Vision for the Future" (Thomas H. Kierstead); "Strategic Plan for Remedial and Developmental Mathematics Initiatives at Garrett Community College" (Thomas H. Kierstead); "Analysis of the Strengths and Weaknesses of the Human Resources Development Effort at Alderson-Broaddus College" (Derek Crews); "Vision of a Program for Learning Disabled Students at Alderson-Broaddus College" (Derek Crews); "Multi-Year Action Plan to Implement a Program for Learning Disabled Students at Alderson-Broaddus College" (Derek Crews); "Strategic Plan for the Development of the Graduate Nurse with Critical Thinking Skills" (Amy P. Leehan); "Multi-Year Program Evaluation Action Plan for Mount Vernon Nazarene College's Teacher Education Program" (Bevin Shiverdecker); "Development of a Questionnaire for the Certified Network Administrator Course" (James E. Barger); and "Development of a Strategic Plan to Provide a Multisite Electronic Engineering Technology Program at the Community College of Allegheny County" (Pearley Cunningham). (MN)

ED 396 189 CE 071 995

Walker, Susan S.; Crummett, Dan

Ethnic Groups; *Hispanic Americans; *Minority Group Children; Minority Groups; *Puerto Ricans
IDENTIFIERS- Hispanic American Students; *Tell Me A Story Test

The Tell-Me-A-Story (TEMAS) Culturally Sensitive Test was administered to 74 Puerto Rican students in a New York City school in order to measure such personality resources as conflict resolution skills and cognitive structuring of narratives. The resulting data was used to examine the degree to which these early adolescents' personality resources correlated with school achievement and performance. Overall, students exhibited relative strengths in personality adjustment and intact narrative cognitive skills. Significant grade differences were found in the school achievement and performance measures: sixth graders showed significantly higher achievement and performance scores than junior high school students. Researchers drew two inferences from the results of this study: (1) that there are grade specific effects during the middle school period of early adolescence; and (2) that to some extent socio-cognitive skills (as measured by the TEMAS) are related to school achievement and performance. The results of this study underscored the importance of culturally sensitive psycho-educational techniques with minority children: with the TEMAS, these students showed great disclosure and intact narrative cognitive skills. They were resilient in many areas of their personality adjustment, and reported a satisfactory view of their academic progress. Three tables present data and statistical analysis. Contains 23 references. (TS)

ED 396 209 CG 027 122

Gardner, Jim N.
Ethical Issues in Counseling Religious Clients.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Codes of Ethics; Counseling; Counseling Objectives; *Counselor Attitudes; *Counselor Client Relationship; Helping Relationship; Minority Groups; Religious Cultural Groups; *Religious Discrimination

While the mental health profession's acceptance of cultural diversity has been commendable with regard to race, gender, and ethnicity, it has not extended this acceptance adequately to the religious client: counselors have failed to adhere to the American Counseling Association's Code of Ethics when working with this particular population. There are many ethical issues involved in counseling the religious client, and it is imperative that counseling professionals be aware of these issues and regulate their practices to conform to ethical guidelines so that they may most ethically and effectively meet the special needs of their clients. The paper concludes with a set of ethical guidelines for use in counselor education programs and which counselors should follow when working with religious clients. Guidelines include: refer clients with widely divergent values from the counselor's; avoid using therapy as a context for evangelistic activities in promoting a particular cause; collaborate with clients regarding therapy goals that fit their needs; and try to integrate the clients' treatments with the clients' religious beliefs. Contains 22 references. (TS)

*Student Attitudes; *Value Judgment; Young Adults
IDENTIFIERS- *Germany; Kohlberg Moral Dilemmas; *Moral Reasoning

For more than 30 years, Kohlberg's theory of moral development has been tested across the world. This paper reports on two studies that investigated people's state of moral thinking and whether or not there are phenomena that cannot be explained in terms of Kohlberg's theory. The first study examined the moral thinking of a group of students, ages 16 to 21, who were attending vocational schools. Students had to make a moral judgment on an imaginary scenario. Results showed that students in the business school reported more heterogeneous opinions when compared to students attending general education schools. In the second study, which is ongoing, researchers are following apprentices in the insurance industry over a period of four years. These students were also asked to state their opinions on moral dilemmas. Ongoing research should reveal whether or not these participants are becoming homogeneous in moral judging or if they will remain heterogeneous. Researchers will examine the students' evaluations separately for different subjects at school, realizing that one and the same atmosphere will affect persons on different moral stages in a different way. Current findings were not dependable enough to decide between Kohlberg's and competing theories of moral development. (Contains 11 references.) (RJM)

ED 396 230 CG 027 152

Williams, Janice E.
Academic Self-Concept to Performance Congruence among Able Adolescents.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement; Aspiration; *Expectation; Grade 9; Performance; Secondary Education; *Secondary School Students; *Self Concept; Self Concept Measures; *Self Esteem; Self Evaluation (Individuals); Sex Differences; Student Attitudes

Self-concept to performance congruence was assessed for academically-able ninth graders (54 females, 49 males) in both math and verbal content domains. Overall, the majority of these able learners fell outside the congruent range. Analyses revealed similar congruence patterns for females and males, in both subject areas. These findings suggest that, regardless of gender or content area, able adolescents may be at risk for unrealistic self-concept perceptions relative to their performance. (Two tables present data and statistical analysis. Contains 17 references.) (Author)

ED 396 231 CG 027 155

Chambliss, Catherine; And Others
Psychotherapy Provider Attitudes toward Managed Care.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Conference of the Pennsylvania Psychological Association (Philadelphia, PA, June, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Ediger, Marlow
Scope in the Spelling Curriculum.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Integrated Curriculum; Learning Processes; Planning; *Sequential Learning; *Spelling; *Spelling Instruction; Student Development; Teacher Role; Teaching Methods; Word Lists
IDENTIFIERS- *Spelling Growth

Which words should students master in spelling? Language arts teachers can involve pupils in planning a list of words to learn to spell through a specific activity or experience, with sequentially planned lists aiding each learner to become a better speller. Pupil-teacher planning to determine scope and sequence in the spelling curriculum should include meeting the unique needs of each pupil, continuing learner involvement in word choices, and helping learners perceive relevance in what is being learned. Spelling words coming from diverse units of study in social studies, science, mathematics, and reading truly reflect correlation in the curriculum. Reputable textbooks are a valuable resource. Teaching spelling should include providing interesting and meaningful experiences for the learner. (CR)

ED 396 251 CS 012 492

Ediger, Marlow
The Reading Curriculum, Issues and Design.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Integrated Curriculum; *Language Experience Approach; Reading Achievement; Reading Attitudes; *Reading Instruction; *Reading Programs; Skill Development
IDENTIFIERS- *Curriculum Emphases; Reading Management

Reading teachers and specialists have a difficult task in determining which components need to be emphasized in a quality reading program. Vital goals need to be achieved, experiences and activities must capture learner interest, and sequence in learning and organization of subject matter must guide student integration of knowledge. The scope of the reading curriculum could be broadened to include three categories of objectives--understandings, skills, and attitudes. Attitudinal goals, not skills objectives, are paramount in a quality individualized reading program. A language experience approach, utilizing pupils' listening, speaking, reading, and writing vocabularies, allows pupils and not the teacher to sequence content. Reading abilities are emphasized in all academic areas in the fused or integrated curriculum and the synthesizing of the inductive method with deduction can guide optimal student achievement. (Contains three references.) (CR)

ED 396 252 CS 012 493

Ediger, Marlow
My Experiences in the Teaching of Reading.

*Vocabulary Development
IDENTIFIERS- Cued Recall; Vocabulary in Context Exercises

This paper discusses two reading comprehension strategies for teachers to incorporate into their teaching methods. The paper reviews research and suggests techniques to support these strategies, vocabulary packs and cued spelling. Vocabulary packs, an effective strategy to increase reading comprehension, allow students to work independently on building mastery of key words and expressing those words in coherent and accurate sentences. Cued spelling, a technique that students can use with peers or parents, promotes mastery by motivated practice and memory cues selected by students. Teachers can use progress monitoring techniques to measure the effectiveness of these strategies for their students. (A 10-step procedure for cued spelling is appended; contains 9 references.) (Author/CR)

ED 396 272 CS 012 517

Steele, Emily; And Others
The Effectiveness of Bimodal Text Presentation for Poor Readers.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Convention of the National Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Auditory Stimuli; Elementary Education; *Instructional Effectiveness; *Low Achievement; *Reading Achievement; *Reading Comprehension; Reading Research; *Text Structure; Word Recognition
IDENTIFIERS- *Bimodal Text; Visually Evoked Responses

A study explored the effects of bimodal (concurrent auditory and visual stimulus modes) versus unimodal reading on 8 poor readers between the ages of 9 and 12 years. An alternating treatments design was used to compare student performance on 12 passages, 45 in each of 3 presentations modes: bimodal, visual, and auditory. Session measures included spontaneous recall, comprehension questions, short-term sight word recognition, and subject perceptions of sessions. Results of both statistical and single-subject data analyses suggest that the bimodal format significantly facilitated the students' abilities to spontaneously recall and comprehend the information presented. Also, sight word recognition showed a significant increase across all conditions; however, no specific bimodal benefits resulted. Session perception measures resulted in significantly higher scores for the bimodal format and qualitative responses found that all but one subject preferred the bimodal format. Individual differences in treatment effectiveness were noted, suggesting that group findings ought to be supplemented with single-subject analysis. (Contains six references and four unnumbered tables of data.) (Author/RS)

ED 396 273 CS 012 519

Results from the NAEP 1994 Reading Assessment--at a Glance.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Trends; Family Environment; Grade 4; Grade 8; Grade 12; Intermediate Grades; National Surveys;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Adolescent Literature; Adolescents; Curriculum Development; English Curriculum; *Language Arts; *Literature Appreciation; *Reader Response; Secondary Education; Student Centered Curriculum; *Student Reaction
IDENTIFIERS- Collaborative Talk; *Response to Literature; Writing about Literature

This book focuses on how readers respond to the power of young adult literature--negating the assumption that because such literature appeals to adolescents it cannot possibly be worthy of a place in the language arts curriculum. The book serves two purposes: it describes and discusses the oral and written response of adolescents and adults to young adult literature; and it explores the significance of this knowledge for the study of literature in the classroom. Following the foreword and a preface, the chapters in the book are: (1) Having Their Say: Responding to Young Adult Literature in the Basic English Class; (2) More Than an Easy Read: Responding to Young Adult Literature in the Honors Class; (3) Voight and Kafka; Crutcher and Camus: Responding to Young Adult Literature in the Advanced Placement Class; (4) "Why Can't We Do This in English Class?": Collaborative Response at the English Festival; (5) Abolishing "Textoids": Individual Response through Writing; (6) What's Age Got to Do with It? Adults Respond to Young Adult Literature; and (7) Responding to Response. An afterword concludes the book. (NKA)

ED 396 294 CS 215 292

Neff, Heather
Decoding Mixed Signals: Survival in the Demise of Affirmative Action.
PUB DATE- Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; Blacks; Civil Rights; *English Departments; *Higher Education; *Minority Group Teachers; Nontenured Faculty; *Racial Bias; United States History; World Literature
IDENTIFIERS- Academic Community; Cultural Nationalism; Curriculum Balance; *Faculty Attitudes; Literary Canon; *World Views

Among personal memories for one minority instructor in literature is witnessing the civil rights movement, that defining period in which people of African descent broke out of the chrysalis of "Jim Crow" and transformed themselves from "colored" to "Black." In 1995, 1,000,000 Black men once again converged on the Capitol in a nonviolent movement toward civil rights. The three decades between that march and the 1963 March on Washington provide a convenient time span for the instructor to reflect on the usefulness of the academic community, which has depicted itself as the bastion of liberality and tolerance. In good part, however, universities are reflective of the attitudes that form the racist understructure of the nation. The federal government has, since George Bush was President, systematically withdrawn funding for financial assistance aimed at non-White students. Serving as the only woman and the only

Education; Program Descriptions; Research Needs; *Social Influences; *Writing Research
IDENTIFIERS- Diversity (Student); Historical Background; Teacher Researchers; *Vygotsky (Lev S)

To move composition research forward into the 21st century, research conducted at the National Center for the Study of Writing and Literacy will benefit by continuing to be inclusive--of a diverse population of learners, taught by a diverse population of teachers, using approaches that allow for a diversity of ways of learning. The initial theory underlying the Center's research program was a socio-cognitive theory of writing based on the work of L. S. Vygotsky. Using a Vygotskian theoretical frame, the Center in 1985 conducted a study that compared learning to write in inner city schools in the United States and Great Britain. In the end, Vygotsky's concept of social interaction proved much too general to account for the teaching and learning of writing. By 1990, the Center had expanded its notions of social processes and social interaction to give greater consideration to the cultural meaning of students' experiences. A current project explores the dynamics of learning to write and writing to learn in urban multicultural classrooms. The project involves a national collaboration with teachers who work with Center personnel to conduct research in their own classrooms. The Center's sociocultural frame is proving particularly important in helping researchers understand the needs of ethnically and socioeconomically diverse populations of learners. (Contains 13 references.) (RS)

ED 396 314 CS 215 358

Freedman, Sarah Warshauer
Crossing the Bridge to Practice: Rethinking the Theories of Vygotsky and Bakhtin. Technical Report No. 68.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Classroom Research; *Interpersonal Relationship; Secondary Education; *Social Influences; *Social Theories; Student Participation; *Teacher Role; *Theory Practice Relationship; Writing Research
IDENTIFIERS- Bakhtin (Mikhail); Vygotsky (Lev S)

L. S. Vygotsky's and M. Bakhtin's theories of social interaction are so general that they are not always useful guides for classroom practice. A study of secondary school classrooms in Great Britain and the United States reveals that when teachers apply similar theories to everyday practice, important pedagogical constraints remain--both in terms of the ways instruction is organized and in terms of what students produce. The theories need elaborating. In everyday practice, social interaction is not binary, either there is interaction or there is not. Rather, participants position themselves along a continuum of involvement--from highly involved to relatively uninvolved. Learners occupy different points within classrooms, from one classroom to another, and for the same student at different times. Also, the social space within the classroom affects student involvement and the teacher's ability to track it. In classrooms with the most highly involved interactions, students participated in curriculum-making and belonged to a close-knit community. (Contains seven references.) (Author/RS) had studied. After 1950 the two federal governments' responses to the Cold War and subsequent funding of postsecondary education differed. Canada established the Massey Commission which, after hearing presentations from art groups, university representatives, and others, resulted in federal funding of universities in 1952, and, in 1957, in funding of the humanities. American federal support for the arts has consistently been a practical, rather than a philosophical issue. For Canadian scholars in the 1960s to have turned to composition and rhetoric as a research agenda would simply have been to Americanize the curriculum and to pursue a low art rather than a high culture. Rhetoric and composition have not yet made, and may never make, a significant impact in western Canadian English departments and universities as long as researchers continue to pursue and governments continue to fund high culture. (Contains 24 references.) (CR)

ED 396 334 CS 215 393

Portalupi, JoAnn
When Memory Fails and Invention Takes Over: The Role of Fiction in Autobiographical Writing.
PUB DATE- Nov 95
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Autobiographies; *Creative Writing; Educational Background; *Literary Devices; *Personal Narratives; Story Telling; *Writing Processes; Writing Strategies
IDENTIFIERS- *Author Text Relationship; Autobiographical Recall; Personal Writing; *Writing Contexts

For one instructor, her work in autobiography began with an interest in understanding how her past has influenced her present work of teaching. Autobiography is an interpretive act and both a reunion and a release from the past. While there is commitment to truth in writing an autobiographical text, the autobiographer necessarily engages in the creative endeavor of constructing a story, involving both memory and invention. Specific details are literal truths that help in remembering, and scenes can be written in order to contrast feelings and experiences. Memory and imagination work hand in hand to forge an interpretive connection between past and present that has a more compelling claim to accuracy than mere fact. In pursuing the complicated truth, the autobiographer works with elements of craft that engage writers across a range of genres: the ability to select telling details, develop a sense of place, frame a moment in a scene, and construct a design or order out of those moments. These elements allow both the reader and the writer to occupy the world of the writer's life and the world of the text. (CR)

ED 396 335 CS 215 396

Bergland, Bob
Using the Internet in the Introductory Composition Classroom.
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English

cultural adaptation. (Contains 21 references.) (Author/CR)

ED 396 354 CS 509 291

Shapiro, Dan; Varey, Kim
Reactions to Sexist Humor: An Exploratory Analysis from a Meta-Perspective.
PUB DATE- Nov 96
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; Higher Education; *Humor; Language Attitudes; *Sex Differences; *Sexism in Language; *Student Attitudes; *Student Reaction; Undergraduate Students
IDENTIFIERS- *Communication Behavior; Jokes; *Sexual Humor

A study focused on investigating perceptions of sexist humor, specifically on how people perceive others' reactions to sexist humor. Subjects, 206 college men and women, rated communication competence and attraction of actors in vignettes depicting 2 different reactions to sexist humor. Results indicated that sex of both the joke teller and the joke reactor significantly affect outsiders perceptions of competence and attraction with women appearing to have a greater latitude of acceptable behavior than men. Findings suggest that men should refrain from telling anti-female sexist jokes because they have little to gain but much to lose if the joke is poorly received; and that women who are offended by humor should call attention to it since there was no evidence that this face-threatening act is likely to be seen as incompetent or unattractive. (Contains 33 references and 6 tables of data. The survey instrument is attached.) (Author/RS)

ED 396 355 CS 509 294

de Beer, Arnold S.; And Others
Out and into the World: But What Kind of World Does South African News Media Present?
PUB DATE- May 96
NOTE- 5p.; Paper presented at the Annual Meeting of the International Communication Association (46th, Chicago, IL, May 23-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Audiences; Content Analysis; *Foreign Countries; *Mass Media Role; Media Research; *News Reporting
IDENTIFIERS- International News; Media Coverage; *News Flow; News Sources; News Stories; *South Africa

For South African media and its audiences, as well as news researchers, the democratization developments in South Africa since April 1994 also offer new opportunities in the field of news flow studies. To answer the question "How are South African mass media portraying Africa and the rest of the world in the post-apartheid era through the process of international news coverage?", a study examined two newspapers, "The Star" and "Sunday Times," as well as the South African Broadcasting Corporation's main news broadcast. A content analysis was executed on all international news appearing in the 3 chosen will be in testing theory and initiating widespread change; (6) teachers, parents, and students have vital roles to play in the development of educational theory; (7) privatization is not only a poor presentation of democratic education, it is grossly undemocratic and is inadequate as a general theory; (8) the more that university scholars work equally with teachers, parents, and students, the more useful they will be in helping to develop and test theory; and (9) the individual classroom is where theory is tested. (Contains 95 references. (Author/LMI)

ED 396 375 EA 027 596

Tuneberg, Jeffrey
The State's Role in Implementing Legislative Mandates: The Urban School Superintendents' Perspective.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Information Dissemination; *Organizational Communication; Organizations (Groups); Power Structure; Rural Schools; Social Control; State Legislation; *State School District Relationship; Suburban Schools; *Superintendents; *Urban Schools
IDENTIFIERS- *Ohio

This paper presents findings of a study that examined urban school district superintendents' perceptions of the methods by which the Ohio Department of Education (DOE) influenced Ohio's public school districts. In particular, the superintendents were asked about the influence and control utilized by the State Department of Education to implement legislative mandates. Etzioni's Compliance Theory (1975) provided the conceptual framework. Etzioni argued that because schools, like religious and political organizations, are normative organizations, coercion may be considered incongruent with the psychological disposition of teachers and administrators. A survey of 58 Ohio urban, public school superintendents elicited 42 responses, a 72 percent return rate. A concurrent study of 42 urban superintendents, 53 suburban superintendents, and 63 rural superintendents compared responses across school district type. Findings indicate that urban superintendents viewed the Ohio DOE as primarily using expert power and information power. Urban superintendents also perceived the DOE as using a higher degree of reward power than did their rural and suburban counterparts. All superintendents reported that the DOE utilized normative, remunerative, and coercive methods of power. The use of coercive power, however, is incongruous with the needs of a majority of normative organizations. It is recommended that: (1) the State DOE try to serve as an advocate for urban school districts; (2) school personnel statewide work cooperatively toward similar goals; and (3) the chief state school officer and the governor present a unified stance. Seven tables are included. (LMI)

ED 396 376 EA 027 597

Kaplan, Robert E.
Forceful Leadership and Enabling Leadership: You Can Do Both.
PUB DATE- 96
NOTE- 53p.

included. (Contains 16 references.) (LMI)

ED 396 395 EA 027 619

Westhuizen, Philip C. van der; Theron, A. M. C.
Resistance to Change in Educational/Organisations.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Quadrennial Research Conference of the British Educational Management and Administration Society (5th, Cambridge, England, United Kingdom, March 22-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Educational Administration; *Educational Change; Foreign Countries; *Organizational Change; Organizational Climate; *Principals; *Resistance to Change; Secondary Education
IDENTIFIERS- *South Africa

Research has shown that change imposed from above by a bureaucracy will usually engender resistance. The education system under the new democractic South Africa recently underwent change. This paper presents findings of a study that examined whether principals in South Africa perceived any internal or external resistance-to-change factors in their schools. A survey of all secondary school principals in the Free State Province of South Africa (n=81) elicited a 79 percent response rate. Results indicate that principals did not perceive either internal (psychological) factors or external factors (which include changes in material and organizational conditions) as creating resistance to change. However, psychological factors played a more important role than external ones in implementing change. The highest ranked factor was the fear that change would harm job security. The results suggest that principals did not perceive resistance to change because it occurred primarily at the internal level and they therefore do not have to manage the change. One table and one figure are included. (Contains 24 references.) (LMI)

ED 396 396 EA 027 620

Scribner, Jay D.; Fusarelli, Lance D.
Rethinking the Nexus between Religion and Political Culture: Implications for Educational Policy.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Policy Formation; Political Attitudes; Political Divisions (Geographic); *Political Influences; *Politics of Education; *Religion; Religious Conflict; *Religious Factors; State Church Separation

Having been schooled in the intellectual tradition of the strict separation of church and state, educational researchers have devoted little scholarly attention to how religion affects education. This paper delineates the ways in which religion and politics intersect to shape society, particularly, the impact

Management work environments to school-restructuring agendas. This paper reports on the development of a model called the Educational Quality System, a benchmark assessment tool for identifying the essential elements of quality work cultures. In 1994, the Florida Department of Education funded a partnership to develop an education-specific Quality system that would include benchmarks to identify progress over time as education institutions pursue Quality work cultures. The partnership was comprised of the University of South Florida, 13 school districts, and a regional network. The paper addresses the issues observed in managing change, explores the mind shifts necessary for inventing new forms of schooling, and describes the two conceptual models driving the Education Quality System. The information is based on a case study that examined the change process in 28 Florida schools. Data were obtained from interviews with the 28 principals and surveys of 1,235 teachers. The most striking pattern among the principals was that they strongly held visions of success for all students and believed in their faculty's capacity to respond to the needs of students. Two tables and two figures are included. (Contains 21 references.) (LMI)

ED 396 417 EA 027 651

Holcomb, John H.
A Guide to the Planning of Educational Facilities. Third Edition.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities; Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Facility Guidelines; Needs Assessment; *School Construction; School Expansion

The building program of a school district is one of the most important activities in which a school board of education, local administration, faculty, and citizens can become involved. The building program requires large sums of money and has a direct bearing on both the quantity and quality of the educational program. This guidebook provides information to school districts for use during the planning and development process of a school building program. The first eight chapters offer guidelines for completing the stages of educational facility planning: conducting a needs-assessment study; planning and generating commitment; designing the proposed facility; "selling" the plan; procuring financing; working with the architect and contractor during construction; orienting students, personnel, and the community prior to occupation of the building; and evaluating the new facility. The final chapter provides suggestions for deciding whether to build new facilities or remodel. Appendices contain a sample facilities study project, evaluation instruments, a chart for calculating enrollment projections, and an outline for final presentation before the school board. (Contains 25 references.) (LMI)

ED 396 418 EA 027 652

Schools As Post-Disaster Shelters: Planning and Management Guidelines for Districts and Sites.

on appropriate state policies for dealing with property tax issues. The paper identifies six states that are the most serious candidates for property tax reform--Illinois, Iowa, Maine, Minnesota, Nebraska, and Wisconsin. Two conclusions follow from the state-by-state analysis. First, there are some good reasons why officials of most states are not cutting property taxes; and second, state officials should not worry much about missing out on a wave of state-financed property tax reductions sweeping the country. Four tables are included. Appendices contain a summary of interactions between business and property tax issues and suggestions for state decision makers who dislike taxes but recognize that maintaining approximately the current level of revenues is a necessary evil: defend local tax bases; dramatize your concern about proposals to create new loopholes by insisting on common-sense safeguards; do not get sucked into discussions of tax policy when the issue is spending; seize opportunities to broaden the tax base; and do not try for consensus if you really favor tax reform. Information about the Finance Project and its publications is included. (LMI)

ED 396 437   EA 027 676

Hargreaves, Beth
Learning from the Outsider Within: Five Women's Discourses within the Culture of the High School Principal.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bureaucracy; *Discourse Analysis; Females; *Feminism; High Schools; Leadership Styles; Power Structure; *Principals; Sex Bias; *Women Administrators

The methods of resistance and acceptance used by five female high school principals in negotiating within the predominantly male principalship culture are examined in this paper. Data were derived from analysis of the women's discourse. The paper examines cultural assumptions of feminine and masculine and critiques the positivist approaches to bureaucratic leadership. It argues that within the prevalent culture of the high school principal, women are invisible, marginalized stereotypes. Two principals denied their gender differences in order to achieve equality with men in the bureaucratic educational system. Three principals were aware of their marginalization but did not identify organizational patriarchy as the cause. They did not perceive a connection with each other by which to resist assimilation. The paper argues that women need to question organizational arrangements, to ask who defined them and who benefits from them, to engage in collective deconstruction of bureaucratic discourse, and to examine how power and gender are linked. (Contains eight references.) (LMI)

ED 396 438   EA 027 677

Sipple, John W.; And Others
Organizing Business Leaders To Impact the Democratic Policy-Making Process.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

Title IX of the Education Amendments of 1972 prohibits sex discrimination in education programs and activities that receive Federal funds. Sex discrimination is illegal in the areas of admissions (with a few exceptions), treatment of students, and employment. This manual presents a structure within which education agencies and institutions may systematically review and evaluate their Title IX grievance procedures, and modify these procedures or develop new ones according to their needs. The manual is organized into sections that correspond to the progressive levels of understanding and decision making that should be considered in evaluating or developing a Title IX grievance procedure. The first section, presented in a question-and-answer format, reviews the basic points of grievance procedures. The second section identifies external, contextual factors that may influence the grievance process, including state laws and regulations and other agency grievance procedures. Section 3 reviews the various internal and structural decisions that must be made in a grievance procedure. The fourth section focuses on issues of grievance administration--staff training, followup and monitoring, recordkeeping, and information analysis and dissemination. Considerations related to the role of the Title IX coordinator in implementing and administering the grievance procedure are discussed in section 5. Appendices contain samples of a Title IX grievance procedure, a notification of a grievance procedure, a grievance filing form, grievance case records, and guidelines for staff; checklists for the evaluation of grievance procedures are also provided. A list of regional Offices of Civil Rights is included. (LMI)

ED 396 456 EA 027 750

Notice of Nondiscrimination.
PUB DATE- Apr 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Age Discrimination; *Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Constitutional Law; Elementary Secondary Education; Equal Opportunities (Jobs); Equal Protection; Federal Regulation; Higher Education; *Nondiscriminatory Education

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities that receive financial assistance from ED. These laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), handicap (Section 504 of the Rehabilitation Act of 1973), and age (Age Discrimination Act of 1975). This brochure delineates the requirements for recipients of federal funds to issue notices of nondiscrimination, clarifies the information that recipients should include in their nondiscrimination notices, and provides a sample notice of nondiscrimination. The brochure was designed to help recipients establish a notice of nondiscrimination that meets the requirements of the applicable regulations. The brochure also outlines the minor differences relating to the required content of notice nondiscrimination and the methods used to publish them. A list of regional OCR offices is included. (LMI)

ED 396 457 EA 027 752

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accountability; Data Collection; *Disabilities; *Educational Assessment; Educational Change; *Educational Objectives; Educational Policy; Educational Trends; Elementary Secondary Education; Longitudinal Studies; National Programs; National Surveys; *Outcomes of Education; Postsecondary Education; State Standards; *Student Participation; Trend Analysis
IDENTIFIERS- Alternative Assessment; Connecticut; Louisiana; National Center on Educational Outcomes; National Standards; New York; Testing Accommodations (Disabilities)

This monograph summarizes educational policy trends of the past 5 years in terms of their implications for the educational outcomes of students with disabilities. The first section reviews the gradual development of federal and state policies concerning goal and standard-setting activities, accountability, and large-scale and alternative assessments. The second section examines the participation of students with disabilities in major national and selected state data collection programs, including the National Assessment of Educational Progress; the National Longitudinal Transition Study; the National Education Longitudinal Study of 1988; the National Adult Literacy Survey; the Early Childhood Longitudinal Study; and state assessments in Connecticut, Louisiana, and New York. The final section evaluates data on educational outcomes for students with disabilities at the national and state levels by academic level (preschool, elementary, middle school, secondary, and postsecondary) using the National Center on Educational Outcomes conceptual model. Student educational outcomes were found to be a function of disability type and programming. A conclusion stresses the paucity of data on the educational outcomes of students with disabilities and urges the participation and accommodation of students with disabilities in national and state assessments. (Contains 63 references.) (DB)

ED 396 477 EC 304 857

McGrew, Kevin
Disability Summary Analyses of Select National Data Collection Programs. Technical Report 11.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; *Disabilities; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Longitudinal Studies; *National Programs; *Outcomes of Education; Postsecondary Education; Preschool Education; Student Characteristics; *Student Participation

This document presents summaries of 28 national data collection programs, to document the amount and nature of information on individuals with disabilities included in the programs. For each program, information provided includes sponsor, purpose, collection cycle, data sources, collection methods, study design, variable domains, disability-related exclusionary rules

DESCRIPTORS- *Classroom Techniques; Cooperative Learning; *Deaf Blind; Elementary Secondary Education; Grouping (Instructional Purposes); Inclusive Schools; Instructional Materials; Interaction; Media Adaptation; *Peer Relationship; *Social Integration; Special Classes; Teacher Role

Four information briefs offer guidelines for educators of students with deaf-blindness in integrated or self-contained settings, concerning: (1) facilitating student interactions; (2) adapting classroom materials and activities; (3) grouping students to increase interaction; and (4) implementing cooperative learning strategies. To facilitate interactions, teachers are urged to increase student proximity, structure activities, model appropriate communicative behaviors, adapt environment and materials, and increase enjoyable and preferred activities. To adapt classroom materials and activities, teachers should develop multisensory materials, include the student's primary mode of communication, make appropriate adaptations in the physical environment, and use peers as a resource in determining appropriate adaptations. Grouping strategies suggested include peer tutoring, the buddy system, "special friends," and small groups. Basic elements of cooperative learning activities are identified including positive interdependence, face-to-face interaction, interpersonal and small-group social skills, individual accountability, and group processing. Examples are provided. (DB)

ED 396 495 EC 304 876

Coker, Charles C.; And Others
A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Cost Effectiveness; Delivery Systems; *Disabilities; Employee Attitudes; Employment Programs; Job Satisfaction; *Mental Retardation; Models; Program Effectiveness; Sheltered Workshops; Social Integration; *Supported Employment; Vocational Rehabilitation; Wages
IDENTIFIERS- *Job Coaches

This study compared four different extended employment models for people with disabilities using a procedure to control for disability characteristics. The study compared sheltered employment, enclaves, affirmative industry, and supported employment involving a job coach. Four samples of workers (total N=160) were matched on age, gender, measured intelligence, primary disability, secondary disability, and performance on a Functional Assessment Inventory. Wage and benefits information as well as fees for supportive services were obtained and each worker was interviewed using an instrument designed to assess job satisfaction, socialization and integration, etc. Findings indicated: (1) the sheltered employment model scored lowest on most measures except annual number of days worked and job variety; (2) the enclave model's major negative factor was low number of days worked per year; (3) the affirmative industry model was very stable but downtime and job awareness of workers were deficits; and (4) the job coach model, the only individual model, paid the highest hourly

NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Brainstorming; Class Activities; Classroom Communication; Classroom Techniques; *English (Second Language); Foreign Countries; Free Writing; Second Language Instruction; *Writing Apprehension; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Strategies

Second language learners need to be given tools with which they can make language learning a personal experience. In writing, this means that they are given the skills needed to collect, organize, and present information that stimulates acquisition of new vocabulary and production of authentic writing that encourages language-related risk-taking. This approach promotes both language use confidence and study skills. To overcome writing apprehension, the class can engage in several activities: brainstorming for topics; listing ideas related to a main topic; creating a visual map of the relationships between ideas; free writing, without a specific objective in mind, often after reading a passage; and cubing, a structured strategy presenting the topic from six points of view: describing; comparing; associating; analyzing; applying; and arguing for or against. An additional technique is to encourage learners to include smells, textures, sights, and tastes in what they are writing. This can be accomplished by having learners pretend they are a camera recording all they see or imagining that they are someone else. Learners can be encouraged to keep word lists and use monolingual dictionaries for vocabulary development and should be prompted to write about things they know something about. (MSE)

ED 396 515 FL 022 814

Procedures for Irregular Certification, English as a Second Language, K-12.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alternative Teacher Certification; Committees; Elementary Secondary Education; *English (Second Language); *Language Teachers; Records (Forms); Self Evaluation (Individuals); State Licensing Boards; *State Standards; Teacher Competencies; *Teacher Qualifications; Videotape Recordings
IDENTIFIERS- *North Carolina

This packet contains materials related to North Carolina's alternative certification procedure for English-as-a-Second-Language (ESL) teachers. The certification option is available to individuals already certified in some other teaching area who have been assigned to ESL instruction. Six documents are included: (1) a summary of procedures for certification in this capacity; (2) forms for evaluation of teacher competencies, both by teacher self-evaluation and assessment by the state ESL evaluation committee; (3) guidelines for completing documentation of each competency evaluated; (4) a form to be completed concerning the classes recorded on the required videotape of the candidate's classroom performance; (5) observation summary sheets to accompany the videotape; and (6)

ED 396 537 FL 023 880

Goodell, Melissa, Ed.; Choi, Dong-Ik, Ed.
Kansas Working Papers in Linguistics. Volume 21.
PUB DATE- 96
NOTE- 301p.; For individual articles, see FL 023 881-889.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; *Cherokee; Higher Education; *Japanese; *Korean; Language Maintenance; Linguistic Theory; Mayan Languages; Morphology (Languages); *Quiche; *Second Language Learning; *Spanish; Structural Grammar; Syntax; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Endangered Languages; Politeness; Universal Grammar

This collection of papers by the graduate students and faculty in linguistics at the University of Kansas offers summaries of works in progress dealing with general linguistics and studies in Native American languages. General linguistics papers include: "Resetting Bounding Nodes in Acquiring Spanish" (Ramiro Cebreiros); "Syntax of Demonstrative Adjectives in Japanese: A Preliminary Study" (Minoru Fukuda); "Judgments of Politeness in L2 Acquisition" (Yoko Harada); "A-bar Dependency, Wh-Scrambling in Korean, and Referential Hierarchy" (Gunsoo Lee); "K'iche' Maya Verbs of Breaking and Cutting" (Clifton Pye); "An NP-Movement Account of Tough Constructions" (Michael Reider); and "English Verb-Particle Constructions: Two Types, Two Structures" (Ed Zoerner). Native American language papers include "Cherokee Stories of the Supernatural" (Janine Scancarelli) and "Endangered Languages Data Summary" (Akira Y. Yamamoto). (Contains chapter references.) (NAV)

ED 396 538 FL 023 881

Cebreiros, Ramiro
Resetting Bounding Nodes in Acquiring Spanish.
PUB DATE- 96
NOTE- 20p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- English; Graduate Students; Grammatical Acceptability; Higher Education; Language Tests; *Morphology (Languages); *Second Language Learning; *Spanish; Structural Grammar; Syntax; Testing; Transfer of Training
IDENTIFIERS- Universal Grammar

This paper addresses the issue of whether second language (L2) learners can reset parameters, by testing English speakers learning Spanish on their ability to reset the subjacency and bounding node parameters. The bounding nodes are IP and NP in English and CP and NP in Spanish. Eight American graduate students, highly proficient in the Spanish language, were given a grammatical judgement task in Spanish that included wh-island and complex NP structures. Non-native speaking subjects were average age 24 years and had an average 11.4 years of Spanish study; they passed a pretest that evaluated language structure knowledge. A control group of 7 students from Spain was also tested. Results showed that subjects rejected most of the wh-structures, suggesting that they are still transferring the bounding nodes from English. However, subjects rejected the complex NP structures at a higher rate suggesting that they are beginning to reset the bounding node parameter. Age did not

DESCRIPTORS- Career Education; Citizenship Education; *Community Involvement; Educational Needs; Elementary Secondary Education; Experiential Learning; Program Development; *Public Service; *School Community Relationship; *Service Learning; *Social Responsibility; *Volunteers
IDENTIFIERS- Vermont

This book espouses service learning as an important and integral part of school for students. It stresses the positive benefits to be gained from service learning, as well as the good the activities do for the community. It notes that service learning should be used to promote a sense of civic responsibility and pride in students. It also promotes the intertwining of service and learning as most beneficial to students. The 26 short chapters of the book, based on the letters of the alphabet, cover the following: awards and appreciation; books and birthdays; civics, civility, and concern; daring and doing; equity; French and other foreign languages; government; helping interns; justice; kindness; Like What? and liability; money; natural science; obligation; physical education; quid pro quo; recreation; SerVermont; time and transportation; United States; value; who; xenophilia; youth; and zeal. Contains 23 resources. (KC)

ED 396 078 CE 070 561

Lindgren, Amy
5 Steps to Your Next Job. Pocket Job Series No. 1.
PUB DATE- 95
NOTE- 70p.; For related documents, see CE 070 562-566.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Change; Career Education; Goal Orientation; *Job Applicants; *Job Search Methods; Learning Activities; Midlife Transitions; Underemployment; Unemployment

This book is the first in a series of six pocket-sized books written for career changers and laid-off workers. Each book is written at a 7th- to 10th-grade reading level and contains examples, hands-on self-discovery exercises, and step-by-step advice for a successful job search. This book defines a simple strategy for success in getting a job in today's market. These five steps are covered: setting goals, gathering information, getting skilled, targeting companies, and contacting employers. The book concludes with a job search timeline, outline of the job search strategy, bibliography of 10 helpful books for job seekers, index, and space for notes. (YLB)

ED 396 079 CE 070 562

Lindgren, Amy
Resumes Etc. Pocket Job Series No. 2.
PUB DATE- 95
NOTE- 118p.; For related documents, see CE 070 561-566.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Business Correspondence; *Career

were formulated. (Appended are lists of the participants and transparencies used. The minutes of the working group meeting are attached.) (MN)

ED 396 098 CE 071 730

Kuckkan, Kevin G.
Workplace Basics: Teaching the ABCs of the Career World Using Math, Social Studies, and Language Arts. Middle School-High School Edition.
PUB DATE- 95
NOTE- 60p.; For a related document, see CE 071 877.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Career Education; *Career Exploration; Classroom Techniques; *Employment Potential; *Integrated Curriculum; Intermediate Grades; *Job Skills; Learning Activities; Lesson Plans; Mathematics Instruction; Middle Schools; Secondary Education; Social Studies; Teaching Methods; Writing Instruction

This teacher's manual contains a series of activities geared toward the teaching of career education in an integrated manner that can show students, particularly those from urban areas, the integrated nature of the career world and the importance of acquiring a variety of life skills as they prepare to enter the work world. The manual is divided into two parts. Part I, Job Awareness and Tools for the Workplace, focuses primarily on creating an awareness of the multitude of careers available in the real world through the use of several brainstorming and investigative exercises. It also includes several activities that use tools necessary for employment in the career world, such as interpreting classified advertisements, filling out a job application, and writing a business letter. Part II, Workplace Problem Solving, deals with real-world problems that businesses and entrepreneurs might encounter in the course of running a business. The activities are designed to show how "book knowledge" is directly transferrable to life in the business world. The manual also contains a vocabulary list and an answer key. (KC)

ED 396 099 CE 071 747

Roberts, Kathryn L.
Clinical Influences on Nurse-Academics' Instructional Planning Decisions in the Implementation of Basic Nursing Curricula in Colleges of Advanced Education in New South Wales.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Teaching (Health Professions); Decision Making; Factor Analysis; Foreign Countries; Higher Education; Influences; *Instructional Development; *Nursing Education; *Performance Factors; *Teacher Attitudes
IDENTIFIERS- *Australia (New South Wales); *Nurse Educators

A study examined the clinical influences on the instructional planning decisions made by registered nurses who are lecturers in basic nursing at colleges of advanced education (CAEs) in New South Wales, Australia. Data were collected from a questionnaire that was completed by 98 nurse-academics from 12 of New South Wales' 15 CAEs offering basic nursing courses and

DESCRIPTORS- Adults; Beliefs; Employed Women; *Employer Attitudes; *Employment Level; *Females; *Males; *Salary Wage Differentials; *Work Attitudes
IDENTIFIERS- *Matthew Effect

A hypothetical organization chart was adopted to examine the relative worth of five positions and pay differentials as a function of rater's sex, money ethic endorsement (belief that money is good), and job incumbent's sex. The study explored the "Matthew Effect," the tendency of people to be willing to pay more for the highest position and pay less for the lowest positions. Study participants included 95 nursing administrators and nurses and 110 advanced students in compensation, psychology, and business classes at a large regional state university. Forty-seven of the students were full-time employees and 34 of the students were part-time employees. Results showed that job incumbent's sex has no impact on pay allocations. Significant two-way interaction effects between subject's sex and money ethic endorsement were found. Further analyses showed that men with high money ethic endorsement allocated significantly more money to the highest position and significantly less money to the lowest positions than did those with low money ethic endorsement. Women's allocations of money, however, were not affected by their endorsement of the money ethic. Thus, men's allocation of position worth supports the Matthew Effect. (Contains 43 references.) (Author/KC)

ED 396 117 CE 071 795

Tang, Thomas Li-Ping; Sarsfield-Baldwin, Linda J.
Distributive and Procedural Justice as Related to Satisfaction and Commitment.
SPONS. AGENCY- Middle Tennessee State Univ., Murfreesboro.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Employee Attitudes; *Employer Employee Relationship; Interpersonal Competence; Job Satisfaction; *Justice; Motivation; Organizational Development; *Personnel Evaluation; *Work Attitudes
IDENTIFIERS- *Distributive Justice; *Procedural Justice

Randomly selected employees from a Veterans Administration Medical Center (n=200) were asked to complete measures on distributive justice and procedural justice 4 weeks before their performance appraisal; and on job satisfaction, commitment, involvement, and self-reported performance feedback 4 weeks after their performance appraisals. (Distributive justice in an organization deals with the ends achieved what the decisions are or the content of fairness, whereas procedural justice is related to the means used to achieve those ends how decisions are made or the process of fairness.) The first time, 110 employees completed the survey; the second time, 90 of the 110 employees completed the survey. Results showed that distributive justice was related to satisfaction with pay, promotion, performance appraisal, and commitment, whereas procedural justice was related to satisfaction with supervision, performance appraisal, commitment, and job involvement. Results suggest that managers should apply rules fairly and consistently to all employees and

Losh, Charles
National Skills Standards Development Program: Organization and Operation of Technical Committees To Develop National Skill Standards for Competency in the Electronics Industry. The Third Party Summative Evaluation of the Electronic Industries Foundation Project. Phase I & II. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 8 Dec 95
NOTE- 56p.; For related documents, see ED 389 946, CE 071 858-859, and CE 071 909-910.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competence; Educational Certificates; *Electronics Industry; *Electronic Technicians; Job Skills; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Standards; *Student Certification; Student Evaluation; Technical Education
IDENTIFIERS- *National Standards

The Electronics Industries Foundation was awarded a project to develop national entry-level standards and a certification system. Ten specialties were included: automotive electronics, avionics, biomedical electronics, business machines, consumer products electronics, general electronics, industrial electronics, instrumentation, microcomputer, and telecommunication electronics. During phase I, tasks/skills were verified and later ratified, and measurable electronic technician skill standards were published and distributed. The objective of phase II was to develop a plan for implementation of a certification program for entry-level electronics technicians based on the skill standards. The formative external evaluation process for phase II provided feedback on proposed activities and incremental products. The summative external evaluation process was designed to determine overall project effectiveness. Phase II accomplishments included the following: establishment of measurement criteria for more than 300 skill sets; review of existing models and practices for accreditation and certification of nine national programs; survey of industry interest in and concerns about certification/accreditation processes; and recommendation of a certification test process. (Appendixes to the 11-page report include a summary report of the certification systems structure questionnaire; report on industry information preference when hiring entry-level electronics technicians; and technical committee membership.) (YLB)

ED 396 135 CE 071 862

Allison, Stan; And Others
Can the Students Read Our Materials? Look at Their "Cloze"! Michigan Adult Education Practitioner Inquiry Project 1995.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Cloze Procedure; *Content Area Reading; High School Equivalency Programs; *Readability; *Readability Formulas; Reading Ability; *Reading Achievement; Reading Comprehension; *Reading Instruction; Reading Tests

A group of adult education teachers sought to determine if a readability formula applied to classroom materials provided a

Venezky, Richard L.
Literacy Assessment in the Service of Literacy Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Databases; *Educational Policy; Functional Literacy; *Information Needs; *Literacy Education; National Surveys; Needs Assessment; *Program Effectiveness; Program Evaluation; Public Policy; *Student Evaluation

Literacy policy has often developed independently of other social and employment programs. As a consequence, literacy tends to become an end unto itself, and assessment is directed more toward academic, archival ends than toward policy evaluation. Many justifications given for large-scale literacy programs are not based upon empirical data. Foremost among these justifications are the projected skills mismatch between the job market and new entrants to the work force. Additionally, the target audience for literacy training is often greatly inflated. The basis of most recent assessments of adult literacy is functional literacy, but there are concerns that it fails to provide a basis for predicting abilities in new literacy contexts and it lacks a basis for selecting specific assessment tasks. Rather than abandoning functional literacy, an attempt should be made to support it both theoretically and empirically. Questions have also been raised about the effectiveness of different literacy programs and limited experience in measuring literacy program performance. The need for an extensive database to support literacy policy becomes imperative. Perhaps the most important lesson to be learned from national literacy surveys is that they have limitations for policy formation and evaluation. What is needed in most developed countries is more focused information on the groups who need assistance and the effectiveness of programs instituted to assist them. (Contains 41 references.) (YLB)

ED 396 153 CE 071 896

Stites, Regie; And Others
Standards for Adult Literacy: Focal Points for Debate.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Competency Based Education; *Evaluation Methods; Functional Literacy; *Literacy Education; *Standards; Student Evaluation

Due to fragmentation of the field, framing and engaging in debates over adult literacy standards have been particularly difficult. The discourse of adult literacy standards reflects this fragmentation. The terms content standards and opportunity-to-learn (OTL) standards have typically not been used. The term performance standards has been used inconsistently and too generally. Goals 2000 and related national-level policies call for development of a voluntary system of standards to raise expectations and make schools and students accountable for majority of older students. From 1978 to 1993, the proportion of women aged 25-64 who were attending school climbed from 4.0 to 5.1 percent, whereas that for men slipped from 3.9 to 3.7 percent. In 1993, adults who had college degrees or had completed some college were more likely to be enrolled than high school graduates or those with less education. Professionals and managers were overrepresented among adult students; blue-collar workers were underrepresented. (KC)

ED 396 171 CE 071 946

Lifelong Learning Trends. A Profile of Continuing Higher Education. Fourth Edition.
PUB DATE- Apr 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *Continuing Education; Economic Development; Educational Finance; Educational Needs; Educational Technology; *Educational Trends; Education Work Relationship; Fringe Benefits; Futures (of Society); Higher Education; Information Services; *Lifelong Learning; Participation; *Part Time Students; *Student Characteristics

This book reports national data on trends and participation in continuing higher education. Statistics in the book have been derived from data collected by the authors, as well as by governmental and private organizations. The book is organized in six sections that cover the following topics: factors contributing to the growth of continuing higher education; student characteristics; financing study; preparing for the global economy; building a literate and an informed society; and joining the information age. A glossary defines 40 terms. Some of the trends profiled in the book include the following: (1) part time students are the fastest growing population in higher education; (2) more Americans are college educated than ever before; (3) nearly half of the adult population participates annually in continuing education activities; (4) part-time students are primarily women; (5) nearly half of all minority college students enroll part time; (6) most employers finance college-level studies; (7) many states mandate continuing education for professionals; (8) the global economy creates more travel to and from foreign countries; (9) continuing education responds to increased demand for bilingual teachers; (10) masters of liberal studies programs are multiplying; (11) programs for adults of retirement age are popular and numerous; (12) every home has access to instructional technology; (13) use of the Internet is growing exponentially; and (14) distance technology-based courses are becoming more popular in universities. (KC)

ED 396 172 CE 071 948

Vocational Training in the European Community 1995. Annual Report.
PUB DATE- 22 Mar 96
NOTE- 47p.; For the 1994 annual report, see ED 391 033.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cooperative Planning; Educational Planning; Educational Research; Field Studies; Financial Support; Foreign Countries; International Cooperation; *International Educational Exchange; *International

Aquaculture. Second Edition. Teacher Edition.
PUB DATE- 96
NOTE- 912p.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agriculture; Competence; Competency Based Education; Course Content; Curriculum Guides; *Farm Management; *Fisheries; Learning Activities; Postsecondary Education; Secondary Education; Teaching Methods
IDENTIFIERS- *Aquaculture

This teacher and student guide for aquaculture contains 15 units of instruction that cover the following topics: (1) introduction to aquaculture; (2) the aquatic environment; (3) fundamental fish biology; (4) marketing; (5) site selection; (6) facility design and layout; (7) water quality management; (8) fish health management; (9) commercial catfish production; (10) commercial trout production; (11) commercial baitfish production; (12) commercial crayfish production; (13) other commercial species; (14) harvesting and hauling; and (15) business management. Each section of the teacher's edition includes some or all of the following components of a unit of study: suggested activities; answers to assignment sheets, teacher supplements, and written test; written test; unit evaluation form; and transparency masters. All the units are competency based and are designed for more than one class period. In addition, the teacher's edition includes a competency profile for recording student performances for each task; an instructional and task analysis that provides a review of the contents of the publication and identifies the cognitive and psychomotor skills addressed in each unit; and a tools, equipment, and materials list;. Each of the 15 units in the student guide contains some or all of the following: objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Contains 93 references. (KC)

ED 396 190 CE 072 061

Heaney, Tom
Adult Education for Social Change: From Center Stage to the Wings and Back Again. Information Series No. 365.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Adult Educators; Change; Democracy; Educational History; *Educational Philosophy; *Role of Education; *Social Action; *Social Change
IDENTIFIERS- Freire (Paulo); Horton (Myles)

To what extent was social change on center stage during adult education's formative years? Whose vision embraced social change and whose did not? What factors led to the decline of social action as a goal of adult education, and what factors suggest renewed interest in social goals? This paper examines these questions, beginning in the 1920s with the vision of Eduard Lindeman and John Dewey. It considers the contradictory roles of adult education practice bringing learners into

ED 396 210 CG 027 123

Erchul, William P.; Myers, Lynne W.
Some Misguided Assumptions Underlying the Practice of School Consultation.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; *Consultation Programs; *Counselor Teacher Cooperation; Elementary Secondary Education; Guidance Personnel; School Counseling; School Counselors; *School Psychologists

School psychologists typically spend about 80% of their time engaged in consultation. By applying empirical findings and/or straightforward logic to assumptions commonly held by many school-based consultants, questions are raised as to the appropriateness of assumptions for the effective practice of school consultation. These assumptions include the following: (1) the collaborative consultant is non-directive; (2) the teacher and the psychologist are equal partners in consultation; (3) teachers prefer a collaborative consultation; (4) behavioral consultation proceeds exactly the way the model describes it; (5) the teacher is a voluntary partner in the consultation process; and (6) confidentiality is always and should always be maintained in consultation. The paper also challenges the assumption that behavioral consultation should always follow the model for consultation. It is noted that the resolution of the issue of whether to "consult" or "collaborate" may have great relevance for the practice of school psychology. A series of suggestions for the future practice of school consultation is presented. One table summarizes the key distinctions between mental health consultation and collaboration. Contains 20 references. (TS)

ED 396 211 CG 027 127

Mueller, Alison
Increasing the Effectiveness of De-escalation of Aggressive Behaviors in the Young Child.
PUB DATE- 95
NOTE- 109p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aggression; Antisocial Behavior; Behavioral Objectives; *Behavior Change; Behavior Disorders; Child Behavior; Child Psychology; Children; Clinical Experience; Elementary Education; *Inservice Education; Intervention; *Job Training; *Mental Health Clinics; Problem Children; *Young Children

Due to the overuse of physical containment within the agency where this practicum study was conducted, an in-service training program was designed and implemented aimed at better preparing staff to de-escalate aggressive behavior. A three hour training session and a conclusive one-and-a-half hour long testing period (involving lecture, role play, video taped situations, and group discussion) were implemented. Staff

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Clinical Psychology; Counseling
Psychology; *Counselor Attitudes; Counselors; *Human Services;
*Mental Health Workers; Postsecondary Education; *Psychiatric
Services; *Psychological Services; Psychologists;
Psychotherapy; Therapists

The mental health care delivery system is undergoing a metamorphosis of unprecedented proportion as a result of managed care. Few empirical assessments of practitioner response exist. Utilizing managed care provider and telephone directories, agency lists, and the Internet, 200 managed mental health care providers were anonymously surveyed. Experiences with utilization review, patient confidentiality, and short-term therapy were assessed. The differential impact of managed care on the practices of doctoral psychologists, Master's level psychologists, and social workers was examined. Of all the professional groups surveyed, those with Master's degrees in social work and psychology seem to be experiencing the easiest adjustment to managed care. This may in part be due to their having experienced only a moderate decline in hourly rate, whereas doctoral level providers are frequently encountering far more drastic reductions in fees. The different training of these professionals may also contribute to the social workers' and counselors' greater ability to tolerate the intrusion of managed care policies. Contains 18 references. (TS)

ED 396 232 CG 027 157

Stebbins, Molly S.; And Others
The Educational Differences among ADHD and UADD Children.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Conference of the
National Association of School Psychologists (Atlanta, GA,
March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Deficit Disorders; Children; Clinical
Diagnosis; Disabilities; *Disability Identification; *Early
Intervention; Educational Diagnosis; Elementary Education;
*Learning Disabilities; School Readiness Tests

The purposes of this study were to: (1) identify the educational characteristics of children with Attention Deficit Hyperactivity Disorder (ADHD) and Undifferentiated Attention Deficit Disorder (UADD); and (2) to discuss the clinical implications of the current DSM-III-R diagnostic procedures of these disorders. Specifically, the differences in educational services provided to UADD and ADHD children were investigated. The sample consisted of 130 children (74 ADHD, 56 UADD) ranging in age from 6 years 10 months to 13 years 4 months. The results indicated that the educational characteristics of ADHO and UADD children, such as Learning Disability (LD) classroom placement and grade repetition, were surprisingly similar. Although ADHD and UADD children were differentially diagnosed, they received similar educational and medical interventions. Results also suggest the existence of a genetic aspect to ADD, and a need for reexploration of the use of separate diagnostic criteria for ADHD and UADD. Three tables present data and statistical analysis. (Author/RB)

ED 396 233 CS 011 770

PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; *Personal Narratives; *Reading Instruction; *Reading Teachers; *Teaching Experience; Whole Language Approach
IDENTIFIERS- Jordan; *Teaching Perspectives

Experiences from the author's education in teaching, dating from 1949 through the acquisition of his ED.d. degree, are the subject of this paper. Included are a model for reading instruction at the elementary school level, a review of problems of teaching English as a second language to seventh-grade students in Jordan, and a list of the major ideas gleaned from a graduate course entitled "Reading and the Pupil." The paper presents the author's experiences as an elementary school principal and as a university professor with graduate students who were classroom teachers. Mentioned are the initial teaching alphabet (ITA) introduced into America from Great Britain during the mid to late 1960s and its short span of use, programs of instruction using linguistic procedures in teaching reading, the patterns approach in reading instruction, and the teaching trend in programmed reading. A brief history of reading instruction is offered in the paper along with a mention of the popularity of basal reading approaches, whole language reading instruction in a literature based curriculum, language experience charts, and individualized reading programs. (Contains four references.) (CR)

ED 396 253 CS 012 494

DeGroff, Linda
Getting To Know the School Library Media Specialist. Instructional Resource No. 25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Librarians; Librarian Teacher Cooperation; *Library Role; Library Services; Library Skills; *Media Specialists; *School Libraries
IDENTIFIERS- *Role Delineation

This booklet is intended to help spread the word about the library and the librarian's role. It discusses the three interwoven roles of the school library media specialist--the role of information specialists (the "traditional" role); the role of library-media teachers in which they advance the goals of the school's literacy and general educational programs; and the role of instructional consultants in which they work in concert with classroom teachers to assure that library and research skills are integrated into the content areas rather than taught in isolation. A 7-item list of journal articles on the school library and the role of the library media specialist, and an 11-item list of books and journal articles on teachers and library media specialists working together are

*Reading Achievement; *Reading Habits; Reading Research; Secondary Education
IDENTIFIERS- *National Assessment of Educational Progress

The 1994 NAEP (National Assessment of Educational Progress) Reading Assessment was administered to a national sample of students in grades 4, 8, and 12. National reading proficiency results were reported for students at each grade and within various subgroups of the population. State-level results were reported for individual states or jurisdictions that chose to participate in the 1994 Trial State Assessment. Major findings for the nation, regions, and states include: the average reading proficiency of twelfth-grade students declined significantly from 1992 to 1994; the decline in reading proficiency was concentrated among lower performing students; and the percentage of twelfth-grade students who reached the "proficient" level in reading declined from 1992 to 1994. Major findings for student subgroups include: across the nation, there were declines in average reading proficiency from 1992 to 1994 for Hispanic students in grade 4 as well as for White, Black, and Hispanic students in grade 12; reading proficiency at all 3 grades was higher on average for students whose parents had more education; and students attending nonpublic schools displayed higher average reading proficiencies than their counterparts attending public schools. Contextual factors related to higher average reading proficiency include: having a wide array of literacy materials in their homes; reading for fun on their own time; watching less than 4 hours of television daily; and being asked by their teachers to explain or support their understanding of what they read. (RS)

ED 396 274 CS 012 521

Balajthy, Ernest
Preparation of Teachers for Computer and Multimedia-Based Instruction in Literacy.
PUB DATE- Nov 95
NOTE- 28p.; Paper presented at the Annual Meeting of the College Reading Association (39th, Clearwater, FL, November 1-3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Elementary Secondary Education; Higher Education; *Literacy; Preservice Teacher Education; Speech Synthesizers; *Student Reaction; Technological Advancement
IDENTIFIERS- *Electronic Books; *Multimedia Technology; Technology Integration

Recent developments in computer and multimedia technologies bring about the need to reconsider the education of today's teachers and future teachers and to update the technology-related content of literacy education coursework. "Application" software receives the most attention from researchers and theorists in literacy education. Use of application software in the classroom was highlighted in a variety of ways in a Microcomputers in Reading and Language Arts course. A new development pertinent to literacy education is the development of the "electronic book" (also called "interactive text"). Increased memory and processing capabilities for hardware has made possible the widespread use of digitized voice synthesis. Students in the course used both phonemic and digitized voice synthesis software. Another development is the introduction of interactive multimedia materials, which combine the non-White in a group of five tenured professors on a department search committee for a Renaissance dramatist specialist left the instructor with the realization that this exclusive, "secret society"--the search committee--was a microcosm of the department, reflective of the academy's hegemonic ideal. Realistically, non-White literatures are not valued as necessary components to an understanding of the development of world language and culture. To be a minority professor, or a professor of minority literatures, is to live with an awareness that although that literature embodies a wisdom that might do a great deal to heal the United States, it is almost impossible to make it a valued part of the curriculum. (Contains 10 references.) (TB)

ED 396 295 CS 215 293

Hubbard, Ruth Shagoury, Ed.; Ernst, Karen, Ed.
New Entries: Learning by Writing and Drawing.
PUB DATE- 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Active Learning; Art Activities; Case Studies; Elementary Secondary Education; *Freehand Drawing; Higher Education; *Language Arts; *Learning Activities; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Response to Literature; Visually Evoked Responses

Noting that making images is as natural as speaking, this book presents 13 essays by teachers from elementary school through college that show how writing, art, and reading can be combined in different ways in various subject areas. Essays in the book share ways that teachers connect the visual arts to literacy instruction as well as to their own lives. After an introduction, essays in the book are: (1) "Drawing Rachel In" (Susan Benedict); (2) "Widening the Frame: Reading, Writing, and Art in Learning" (Karen Ernst); (3) "Writing Pictures, Painting Words: Artists Notebooks in Literacy Workshops" (Nancy Winterbourne); (4) "Opening Up to Art: Imagery and Story in a High School Reading Class" (Peter Thacker); (5) "Beyond Answers" (Jill Ostrow); (6) "Putting Art on the Scientist's Palette" (Mary Stein and Brenda Power); (7) "Imagination through Images: Visual Responses to Literature" (Ruth Shagoury Hubbard); (8) "Reading the Image and Viewing the Words: Languages Intertwined" (Irene C. Fountas and Janet L. Olson); (9) "Parallel Journeys: Exploring through Art and Writing in Fourth Grade" (Peter von Euler); (10) "I Look at My Pictures and 'Then' Try It: Art as a Tool for Learning" (Jean Anne Clyde); (11) "Reclaiming the Power of Visual Thinking with Adult Learners" (Ruth Shagoury Hubbard); (12) "Background, Foreground: From Experience to Classroom Practice" (Karen Ernst); and (13) "Drawing My Selves Together: An Editor's Notebook" (Toby Gordon). (RS)

ED 396 296 CS 215 302

Writing in the Real World: The Primary Grades.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 396 315 CS 215 359

Calfee, Robert
Implications of Cognitive Psychology for Authentic Assessment and Instruction. Technical Report No. 69.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Behaviorism; *Cognitive Psychology; Educational Trends; Elementary Secondary Education; Higher Education; *Learning Theories; Testing
IDENTIFIERS- *Authentic Assessment; *Educational Issues

Designed to develop a conceptual perspective, this paper focuses on three tensions: between cognitive and behavioral views of learning and thinking; between factory-model and information-age models of schooling; and between externally-mandated testing and internally-guided assessment. The paper first provides a brief sketch of developments in the psychology of learning and thinking over the past half century. The paper then presents a few thoughts about the fork in the road that now confronts United States educators, the path of least resistance continuing a tradition of "managed" schooling, and the more challenging path calling for a radical transformation in the teaching profession. The third section of the paper focuses on testing and assessment, probably the point of greatest tension. The paper concludes with a description of an assessment model that relies on teacher judgments for both internal and external accountability. Contains 5 figures and 31 references. (RS)

ED 396 316 CS 215 364

Mahiri, Jabari
African American and Youth Culture as a Bridge To Writing Development. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Cultural Context; High Schools; *Instructional Effectiveness; *Instructional Innovation; *Student Motivation; Student Reaction; *Writing Improvement; Writing Research; Youth
IDENTIFIERS- *African Americans; Berkeley Unified School District CA; Oakland Unified School District CA; *Rap Music

A study examined whether the familiarity and competence that many African American students have with elements of rap music and culture could be used as a bridge to the production of other literate texts. Two high-school English teachers, one teaching at Fremont High School, East Oakland and the other teaching at Berkeley High School in Berkeley, California, were selected. Curriculum materials included newspaper and magazine articles, short stories, visual materials, audio materials, and audio-visual materials. Instruction was conducted 2 days per week for the 12-week duration of the project. Data included classroom

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Computer Mediated Communication; *Freshman Composition; Higher Education; *Information Sources; *Internet; *Learning Activities; Online Systems
IDENTIFIERS- Computer Assisted Writing; Computer Integrated Instruction; Computer Related Learning Environments; Newsgroups; *Technology Integration; World Wide Web

As more and more universities and composition classrooms add computer capabilities, the Internet is becoming an increasingly valuable part of the freshman composition course. The Internet can help students do research, learn and understand different perspectives on a given topic, and open their eyes to the potential of the technology. The most obvious and the most typical use of the Internet in composition is as a research tool for the documented paper. The Internet can also be integrated with the argumentative or persuasive paper, for instance, enabling students to examine the rhetorical practices of participants in bulletin board discussions on various topics. Newsgroups and the World Wide Web can provide sources and personal contacts for writing papers. OWLS (On-Line Writing Labs) provide hundreds of handouts about all aspects of writing. Internet sites for teachers include the English Server at Carnegie-Mellon, the Rhetoric and Composition site, and the Alliance for Computers and Writing. Teachers may also inspect a list of writing classes on the Web wherein assignments and papers are disk files or Web sites. Although teaching the technology will take time away from time spent on other writing instruction and assessment difficulties may arise, composition students can clearly benefit from using the Internet for their assignments. (CR)

ED 396 336 CS 215 399

Delue, Norman; Hayward, Thomas B.
Stage Write: A Playwriting Curriculum for Kids and Teachers.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Audience Awareness; Childrens Writing; Class Activities; Creative Activities; *Expressive Language; Intermediate Grades; *Language Arts; Middle Schools; *Playwriting; *Prewriting; Scripts; Student Participation; *Theater Arts; Thinking Skills; Writing for Publication
IDENTIFIERS- *Drama in Education

Intended especially for teachers who might be a little intimidated by the art of playwriting, this guide provides a step-by-step plan for using drama in the classroom in grades 4-8 to build children's language arts and thinking skills. The guide features a series of engaging activities where students will learn how to write dialogue, set scenes, and communicate emotions through expressive language and mime. The guide introduces the specific form of playwriting in lesson 1. Each subsequent lesson in the guide introduces a new idea, then builds on concepts taught in previous sections. Each lesson in the guide includes: (1) the Director's Chair, an explanation of media for the period 3-9 and 17-23 September 1995. The study is part of an international news flow research project, and the project periods were chosen to coincide with those of the international project. Preliminary results showed the following trends: (1) the media covered news topics in line with traditional Western news values--emphasis on sports and entertainment; (2) a majority of news stories were from South Africa, but a significant number of stories were datelined in Western countries; (3) international news sources were overwhelmingly Western; (4) the lack of emphasis on disruptive news from Africa offers a new way to look at the continent; and (5) results suggest that "news mapping" within the South African media could lead to a better understanding of the way international news choices are made, and how people in a changing society get to know the world around them. (NKA)

ED 396 356   CS 509 295

Burke, Ken
A Case Study of Curistic Rhetoric in Social Movements: Do Wild Men Care Enough?
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Paul, MN, April 17-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Communication Research; Higher Education; *Interpersonal Relationship; *Males; *Popular Culture; Power Structure; *Rhetoric; Sex Differences; *Social Environment
IDENTIFIERS- *Curistic Rhetoric; Male Female Relationship; *Mens Movement; Rhetorical Stance; Rhetorical Strategies; Social Movements

Suggesting that the celebration of care rather than the rejection of power is an attitude that can embrace positive actions of both genders, this paper examines some key writings of the "men's movement" to see if self-proclaimed post-patriarchal men are likewise willing to accept the identity and substance of women in their new worldview. The paper quotes at length from three works accepted by the cultural (but not academic) mainstream: "Iron John" (R. Bly); "King Warrior Magician Lover" (R. Moore and D. Gillette); and "Fire in the Belly" (S. Keen). Sections of the paper address statements of principles for evolving men; awareness of being located within a system of power relationships; awareness of occupying a position with a relative allocation of power; development of a sense of human family; encouragement for individuals to acknowledge social position and goals for change; and development of a vision of mutual care and responsibility. The paper concludes that "wild men" do care enough, when they are able to get sufficiently wild (in an awakened manner) to know what they really want to care about. Contains 6 notes and 34 references. (RS)

ED 396 357   CS 509 296

Burke, Ken
Applied Visual Research in the Classroom.
PUB DATE- 20 Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Paul, MN, April 17-21, 1996).

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Interprofessional Relationship; Leadership Qualities; *Leadership Styles; *Management Development; *Organizational Communication; Organizational Development; Self Concept; Self Evaluation (Individuals)

Leaders need to be forceful--to assert themselves and push others to action. They must also be enabling--to discover and bring out the capabilities of others. The problem is that many executives see forceful leadership and enabling leadership as mutually exclusive or strongly favor one approach over the other, thus lacking the versatility they need to be effective. This handbook argues that the objective of management development is flexibility--to equip managers to handle a wider variety of situations. The book discusses how the concept of flexibility is played out in senior managers. It describes the emotional basis for executive leadership and the ways in which emotions are engaged when executives try to develop their leadership skills. The consequences of relying too heavily on one approach are also examined, and suggestions are offered for compensating and adapting leadership styles. The primary development task for forceful managers is to develop their trust in others; for enabling managers it is to develop self-confidence. Personal change begins with self-realization, followed by trying new behaviors. Four tables are included. (Contains 19 references.) (LMI)

ED 396 377 EA 027 598

Bodilly, Susan; And Others
Lessons from New American Schools Development Corporation's Demonstration Phase.
SPONS. AGENCY- New American Schools Development Corp.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Assessment; *Educational Change; Educational Environment; Elementary Secondary Education; Formative Evaluation; Nontraditional Education; *Privatization; Program Implementation; *School Restructuring
IDENTIFIERS- *New American Schools Development Corporation

The New American Schools Development Corporation (NASDC) was established in 1991 to fund the development of organizations that would create designs for innovative schools and help schools implement those designs. The plan deliberately develops expert organizations to help whole schools transform themselves. This handbook summarizes RAND's formative assessment of the NASDC initiative to develop and implement whole-school designs for improving student outcomes. Data were obtained from a review of teams' proposals, design documents, and reports submitted to NASDC. The teams varied in their progress toward the goal of full implementation. The differences were associated with several factors--team readiness, type of design and approach, and implementation strategy. Teams with effective assistance strategies provided: (1) all staff with a clear, compelling introduction to the design; (2) all staff with relevant training and modeling of new behaviors or processes; (3) concrete materials and models of the intersection on education. The paper explains why the intellectual wall exists, religion's impact on society, and the relationship between religion and politics. Issues that stem from the intersection of religion, public education, and policy preferences are highlighted. The relationships between religion and political culture and between political culture and educational policy are also summarized. Research in this area is made challenging by the pluralistic nature of religion and the intangible concepts of religion and political culture. (Contains 55 references.) (LMI)

ED 396 397 EA 027 621

Jasso, Gayle
Special Events from A to Z: The Complete Educator's Handbook.
PUB DATE- 96
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Elementary Secondary Education; Management Systems; *Program Administration; *School Activities; *School Administration; School Community Relationship; *Strategic Planning; Volunteers

This handbook offers guidelines for coordinating a special school event or activity. Chapter 1 provides answers to frequently asked questions about special events. Chapter 2 describes the benefits and risks of acting as a special-events coordinator. The 12 phases of planning a special event and bringing it to culmination are outlined in the third chapter. Considerations involved in preparing a budget are presented in chapter 4. Essential planning steps and 12 brainstorming modules for success are described in chapters 5 and 6. The seventh chapter offers guidelines for developing and managing community-service and volunteer projects. The general and specific responsibilities involved in coordinating operations on the day of the event are highlighted in the eighth chapter. Chapter 9 describes important followup details that must be attended to after concluding the event. Finally, ideas for rewarding oneself for a job well executed are discussed in the final chapter. Appendices contain 101 steps to a successful special event, a publicity approval form, community-service forms, and an event evaluation form. (LMI)

ED 396 398 EA 027 622

Standards and Regulations for Public Schools in Virginia.
PUB DATE- Jun 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Educational Objectives; Educational Policy; Elementary Secondary Education; Higher Education; Institutional Evaluation; *Public Schools; *State Legislation; *State Standards
IDENTIFIERS- *Virginia

This document contains excerpts from the Code of Virginia, "Standards of Quality for Public Schools in Virginia." It outlines state requirements in the following areas: basic

SPONS. AGENCY- Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Dec 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); Cooperative Planning; Earthquakes; Educational Facilities Planning; Elementary Secondary Education; *Emergency Programs; Facility Guidelines; *Natural Disasters; School Responsibility; *School Role; *School Safety; *Strategic Planning
IDENTIFIERS- *California; *Shelters

This guidebook outlines a method for preparing school facilities and personnel in the event that schools are needed for disaster shelters. It serves as a blueprint for planning and preparedness. Chapter 1 provides descriptions of actual incidents in which California schools served as emergency shelters. Chapter 2 describes schools' legal responsibilities to their students and communities before, during, and after a disaster. Guidelines for coordinating interagency sheltering plans and making predisaster agreements are offered in the third chapter. The fourth chapter describes procedures for inspecting buildings and making assessments as to their safety. Standardized Emergency Management System (SEM) regulations for sheltering are provided in chapter 5. Chapter 6 discusses considerations in arranging for the resumption of school. Chapters 7 through 9 discuss plans for conducting shelter training and drills, financial considerations, and application of the law to private schools and special programs. Three tables are included. Appendices contain information resources, sample forms, and checklists. (LMI)

ED 396 419   EA 027 653

A Model of Quality Education.
PUB DATE- Jan 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; Expenditure per Student; Instructional Innovation; Models; School Community Relationship; *School Funds; School Personnel; State School District Relationship
IDENTIFIERS- *Ohio

This report, written for the Ohio General Assembly's Legislative Committee on Education Oversight, outlines a model that depicts how quality education in seven Ohio school districts is maintained through a combination of available funds, community context, and schooling practices. Data were derived from Delphi-process surveys of a panel of professionals, discussion groups with consumers of education, interviews with district administrators, analysis of school district expenditures, and a literature review of research. Conclusions are that quality education happens more easily when the community supports the school; adequate funds are necessary to allow schooling practices to respond to the needs of different students (and this amount varies according to the district's community context); and schools choose to use both their available funds

1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business Responsibility; Corporate Support; Educational Policy; Elementary Secondary Education; *Policy Formation; *Politics of Education; Private Sector; *School Business Relationship; State Legislation
IDENTIFIERS- *Interest Groups

This paper presents findings of a study that examined the formation and development of a coalition of business leaders and its impact on state education policy. The coalition, called the Corporations for the Improvement of Educational Quality (CIEQ), was developed in a large midwestern state. The paper uses and assesses the efficacy of five interest group theories: Truman's (1951) order and disturbance theory, Olson's (1965) byproduct theory; Salisbury's (1969) exchange theory; Sabatier's (1992) commitment theory; and MacFarland's (1987, 1992) countervailing power theory. The study asked the following research questions: (1) How and why has this group of business leaders joined together to form CIEQ? (2) How did CIEQ select and get its agenda? (3) How has CIEQ maintained and supplemented its membership and agenda? and (4) Who has benefitted from the efforts of CIEQ and what benefits did they receive? Data were obtained through participant observation, document analysis, and interviews with 28 key members, 8 state legislators, and 12 other individuals involved in state education policy. The study found limited support for each of the five theories, but found particularly strong support for order and disturbance, commitment, and countervailing power theories. Individuals joined, set their agenda, and maintained their membership through a combination of interests and needs. Such actions are contingent upon a number of issues--the presence of a significant societal disturbance, a strong personal interest in a specific issues, and participants' recognition that their voices are absent from the current debate. One table is included. (Contains 25 references.) (LMI)

ED 396 439 EA 027 678

Lehnen, Robert G.; Lutz, Sabrina W. M.
Using International Education Policy Indicators To Inform State Education Policy.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Context Effect; *Educational Assessment; Educational Environment; *Educational Policy; Elementary Secondary Education; *Evaluation Criteria; International Cooperation; *International Educational Exchange; Outcomes of Education; Performance; *Performance Factors; Sociocultural Patterns
IDENTIFIERS- *Educational Indicators

This paper examines the development of international education-policy indicators and some conceptual and methodological issues that shape how cross-national comparisons may be made. During the late 1980s representatives of education ministries and departments of the Organisation for Economic Cooperation and

Student Assignment in Elementary and Secondary Schools & Title IX.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Civil Rights; Civil Rights Legislation; Elementary Secondary Education; *Equal Education; *Federal Regulation; Higher Education; Pregnant Students; *Sex Discrimination; *Sex Fairness; *Student Placement
IDENTIFIERS- *Title IX Education Amendments 1972

Discrimination against students on the basis of sex is prohibited in education programs or activities that receive Federal financial assistance. The Office for Civil Rights of the Department of Education enforces the law prohibiting specific discriminatory activities. The law applies to elementary and secondary as well as postsecondary schools. With certain exceptions, elementary and secondary schools may not assign students to separate classrooms or activities, or prevent them from enrolling in courses of their choice, on the basis of sex. This includes health, physical education, industrial arts, business, vocation, technical, home economics, music, and adult education courses. This brochure outlines the conditions under which educational institutions controlled by religious organizations may request an exception, and regulations pertaining to counseling and appraisal materials, student marital or parental status, and student assignment in athletics. A list of regional Civil Rights Offices is included. (LMI)

ED 396 458 EA 027 753

Title IX and Sex Discrimination.
PUB DATE- Aug 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; Civil Rights Legislation; *Compliance (Legal); Elementary Secondary Education; Equal Education; Federal Legislation; Grievance Procedures; Higher Education; Nondiscriminatory Education; *Sex Discrimination; Sex Fairness
IDENTIFIERS- *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. This brochure outlines the responsibilities of education programs and activities covered by Title IX, the responsibilities of the Office for Civil Rights (OCR) in enforcing Title IX, and the procedures for filing a discrimination complaint with OCR. Contact information for regional Civil Rights Offices, where to request additional information or file a complaint, is provided. (LMI)

ED 396 459 EA 027 754

Nondiscrimination in Employment Practices in Education.
PUB DATE- Aug 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; *Civil Rights Legislation; *Compliance (Legal); Disability Discrimination; Elementary Secondary

and procedures, disability definitions and categories, and disability characteristics of sample. Grids are included for the following programs: (1) 1987 Transcript Study; (2) 1990 High School Transcript Study; (3) Baccalaureate and Beyond Longitudinal Study, Base Year, 1993; (4) Beginning Postsecondary Student Longitudinal Study, Base Year, 1990; (5) Current Population Survey; (6) Early Childhood Longitudinal Study; (7) General Social Surveys; (8) Longitudinal Study of American Youth; (9) Monitoring the Future; (10) National Adolescent Student Health Survey, 1988; (11) National Adult Literacy Survey; (12) National Assessment of Educational Progress, 1988; (13) National Assessment of Educational Progress, 1990; (14) National Assessment of Educational Progress, Trial State Assessment Program, 1990; (15) National Crime Survey, National Sample, 1986-1989; (16) National Education Longitudinal Study, Base Year, 1988; (17) National Education Longitudinal Study, First Follow-Up, 1990; (18) National Health and Nutrition Examination Survey, 1976-80; (19) National Health Interview Survey, 1989; (20) National Household Education Survey, 1991; (21) National Household Survey on Drug Abuse, 1992; (22) National Longitudinal Transition Study of Special Education Students, Wave 1, 1987; (23) National Longitudinal Transition Study of Special Education Students, Wave 2, 1990; (24) National Survey of Family Growth, Cycle IV, 1988; (25) National Health and Nutrition Examination Survey 1 Epidemiologic Followup Study, 1986; (26) Workplace Literacy Assessment, 1990; (27) Young Adult Literacy Survey, 1985; and (28) Youth Risk Behavior Survey, 1991. (DB)

ED 396 478   EC 304 858

Seppanen, Patricia; And Others
Matching State Goals to a Model of Outcomes and Indicators for the Post-School Level. Technical Report 12.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 23p.; For related documents, see ED 304 859-862.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Adults; Comparative Analysis; *Disabilities; *Educational Assessment; *Educational Objectives; Models; National Surveys; Outcomes of Education; Postsecondary Education; *State Standards
IDENTIFIERS- District of Columbia; Florida; Indiana; National Center on Educational Outcomes; National Standards; Performance Indicators

A 1994 national survey collected copies of 36 states' student outcomes, standards, or goals documents. Two states, Florida and Indiana, and the District of Columbia included information related to goals, outcomes, standards, or indicators that could be compared to the National Center on Educational Outcomes for Students with Disabilities (NCEO) conceptual model at the post-school level. Goals from state documents were matched to NCEO domains, outcomes, and indicators. Only one NCEO domain (Presence and Participation) matched to the two states' and the District's goals at the post-school level. Only one NCEO outcome, "Is employed" matched to all three areas' goals. None of the NCEO indicators was matched to the goals of all three areas, and only two indicators were matched to two states: Percent of individuals in the workforce and Percent of individuals who obtain basic life necessities. Overall, the study found an apparent lack of correspondence at the outcome wages and had the highest productivity but dependence on the job coach and a short work day were deficits. The importance of consumer choice in model selection is stressed. Tables and text present the data and conclusions in substantial detail. Appendices include the data collection forms and item analysis of job awareness and satisfaction questions. (Contains 50 references.) (DB)

ED 396 496 EC 304 878

Workman, Susan; Bates, Kerri
Recruiting and Retaining Respite Providers. ARCH Factsheet Number 44.
SPONS. AGENCY- Administration for Children, Youth and Families, Washington, DC. Children's Bureau.
PUB DATE- May 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Children; Compensation (Remuneration); *Disabilities; Incentives; Job Satisfaction; Labor Turnover; Paraprofessional Personnel; *Personnel Needs; Publicity; *Recruitment; *Respite Care

This fact sheet offers suggestions for developing recruitment plans and retention strategies to entice and support providers of respite care services for individuals with disabilities and their families. Recruitment strategies include: tapping the program's current providers for referrals; focusing on reaching the greatest number of people in the least amount of time; soliciting involvement of community agencies; utilizing media coverage; and using good design principles in developing posters and brochures. Retention strategies focus on providing training to improve quality of care; encouraging a sense of professionalism and career growth; encouraging on-going support groups; and providing both direct and indirect financial incentives. (DB)

ED 396 497 EC 304 879

Rife, Racheal M.; Karr-Kidwell, P. J.
Administrative and Teacher Efforts for Elementary Emotionally Disturbed and Behaviorally-Disordered Students: A Literary Review and Recommendations for an Inclusion Program.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Change Strategies; Educational Practices; *Emotional Disturbances; *Inclusive Schools; Mainstreaming; Primary Education; Program Development; Program Implementation; *Regular and Special Education Relationship; Social Integration; Teacher Collaboration

This paper reviews the literature on inclusion of children with emotional and behavioral disorders in regular education classrooms and proposes implementation of an inclusion program at one elementary school in Texas. The literature review covers the following aspects of inclusion: teacher selection and their expectations, professional collaboration, effective teaching a list of strategies for documenting ESL teaching competencies. (MSE)

ED 396 516 FL 023 475

Materiales. Numbers 17-20.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; History; *Instructional Materials; *Second Language Instruction; Second Language Learning; *Spanish; *Spanish Culture; Youth
IDENTIFIERS- European Community; *Spain

Four booklets present articles on Spanish language and culture aimed at teachers of Spanish in the United States for student use in their classes. Number 17, "Los Jovenes Espanoles" (Spanish Youth), includes articles on Spanish youth sports, music, gangs, thoughts, and t-shirt slogans: (1) "Young Spanish Athletes"; (2) "Youth Music"; (3) "Urban Tribes"; (4) "Youth: What They Do and What They Think"; and "T-Shirts With a Message." Number 18, "Las Herencias Culturales Espanolas" (The Spanish Cultural Heritage) reviews the cultural heritage of Spain including its art, Roman occupation, and famous persons: (1) "This is How They Lived"; (2) "Hispania, Andalucian or Spanish?"; (3) "Art"; (4) "One of the Romans"; (5) "Searching for the Lost Spanish Language"; and (6) "Famous Persons." Number 19, "Una Boda Real" (A Royal Wedding), is a special edition that reviews and explains the marriage of Princess Elena, including the organization of the wedding and information on the royal Spanish horses: (1) "Asking for the Hand in Marriage"; (2) "The Wedding Album"; (3) "Walking Through Seville"; (4) "Draw a Carriage"; (5) "From Drink to Drink"; (6) "The Dancing Horseshoes"; (7) "The Bourbons at the Altar"; and (8) "For the Visitors." Number 20, "Espana Preside la Union Europea" (Spain Presides Over the European Union), reviews Spain's part as President of the European Union, including a look into the future, at business, and at the Christmas holidays: (1) "Marks of Identity"; (2) "What Country Will Be President in the Year 2000?"; (3) "Objectives for a Semester"; (4) "Europe, the Grand Supermarket"; and (5) "Christmas Arrives in Europe." All four volumes use games, cartoons, pictures, and text for explanation and instruction. (NAV)

ED 396 517 FL 023 539

Long, Robert W., III
Using Skill-Based Course Guidelines To Attain Curricular Coherence and Consistency.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Behavioral Objectives; Course Descriptions; *Course Organization; *Curriculum Design; Curriculum Development; *English (Second Language); Foreign Countries; Intensive Language Courses; *Language Skills; *Reliability; Second Language Instruction; Skill Development; Teamwork

appear to make a difference as all responses were within Universal Grammar (UG) predictions even when they were wrong. Therefore, it is concluded that UG was still operating. Sentences used in the study are appended. (Contains 12 references.) (Author/NAV)

ED 396 539 FL 023 882

Fukuda, Minoru
Syntax of Demonstrative Adjectives in Japanese: A Preliminary Study.
PUB DATE- 96
NOTE- 18p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Adjectives; Grammatical Acceptability; *Japanese; *Morphology (Languages); *Phrase Structure; *Second Language Learning; *Structural Grammar; Syntax

The interactions among demonstrative adjectives in certain genitive phrases and WH-words in Japanese are investigated in this report on a work in progress. It is argued that certain demonstrative adjectives in Japanese, such as "ano" ("that"), occupy the highest Spec position in DP and that they block A-bar movement out of DP; genitive phrases, such as "John-no" ("John's"), occupy the lower Spec position in DP. It is demonstrated by examples that demonstrative adjectives, irrespective of whether they are in the WH form or not, do not co-occur with other WH-words in DP, while genitive phrases can co-occur with WH-words. Findings suggested that the DP structure is similar to the clausal (or CP) structure in that the A-bar position appears higher than the A position, thus more articulated DP structures could be proposed. (Contains 10 references.) (NAV)

ED 396 540 FL 023 883

Harada, Yoko
Judgements of Politeness in L2 Acquisition.
PUB DATE- 96
NOTE- 19p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *English (Second Language); Interpersonal Competence; Japanese; *Language Patterns; Pragmatics; *Second Language Learning; Speech Acts
IDENTIFIERS- *Politeness

This paper presents results of three experiments that examined Japanese English-as-a-Second-Language (ESL) learners' perception and production of to whom and how politely one should speak and what expressions are appropriate for whom in American English. Ratings were made on pictures of various types of people (teacher, professor, policeman, classmate) presented to subjects. Subjects were expected to change the level of politeness, in both American English and Japanese, depending on who the addressee was, especially as the two languages differ in how the speaker weighs factors such as age and status of the addressee and the speaker's familiarity in relation to others. Differences between the learners and native speakers seemed to be due to negative transfer, especially in terms of the age of the addressee; other differences may be

Change; Career Education; *Job Applicants; *Job Application; *Job Search Methods; Learning Activities; *Letters (Correspondence); Midlife Transitions; *Resumes (Personal); Underemployment; Unemployment

This book is the second in a series of six pocket-sized books written for career changers and laid-off workers. Each book is written at a 7th- to 10th-grade reading level and contains examples, hands-on self-discovery exercises, and step-by-step advice for a successful job search. This book provides easy-to-follow instructions for resumes, cover letters, follow-up letters, and applications in a workbook format. It covers these topics: completing applications; four types of resumes--summarizing, career-changer, chronological, and functional; electronic resumes; and writing cover and follow-up letters. Other contents include a bibliography of 11 helpful books for job seekers, an index, and space for notes. (YLB)

ED 396 080 CE 070 563

Lindgren, Amy
Cracking the Hidden Job Market. Pocket Job Series No. 3.
PUB DATE- 95
NOTE- 70p.; For related documents, see CE 070 561-566.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Business Correspondence; *Career Change; Career Education; Goal Orientation; *Job Applicants; *Job Search Methods; Learning Activities; *Letters (Correspondence); Midlife Transitions; *Social Networks; Underemployment; Unemployment

This book is the third in a series of six pocket-sized books written for career changers and laid-off workers. Each book is written at a 7th- to 10th-grade reading level and contains examples, hands-on self-discovery exercises, and step-by-step advice for a successful job search. This book identifies steps for finding the unadvertised jobs--80-95 percent of all jobs. Chapter 1 describes what the hidden job market is. Chapter 2 provides steps to build a network of people who can help. Chapter 3 outlines the three parts to a successful plan to use the hidden job market: research the market, create a schedule of contacts, and participate in the industry. Chapter 4 teaches how to use tools of the hidden job market. It provides samples of the following: letters of introduction; follow-up call; thank-you letter; card file/contact page; to-do list; and calendar page. Chapter 5 suggests the usefulness of good manners. Other contents include a bibliography of 11 helpful books for job seekers and an index. (YLB)

ED 396 081 CE 070 564

Lindgren, Amy
Job Interviews: 10 Steps to Success! Pocket Job Series No. 4.
PUB DATE- 95
NOTE- 70p.; For related documents, see CE 070 561-566.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

from interviews of 14 nurse-academics from 4 of the 15 CAEs that were selected as being representative of CAEs offering basic nursing in New South Wales. The nurse-academics were asked about the factors influencing their instructional planning decisions. Statistical analyses were performed to determine the significance and identify trends. The following factors were identified as the main influences on selection of a system of supervision: type of nursing; geographical placement of students in the hospital; students' level; and number of students in the lecturers' charge. Lecturers did much less advance planning for clinical teaching in clinical facilities than for lectures, tutorials, or nursing laboratories. Seven of 11 nurse-academics interviewed mentioned wanting to produce "safe" nurses. Extrainstitutional clinical factors did not directly affect nurse-academic teaching in lectures and tutorials but did have a direct effect on teaching in the extrainstitutional clinical facilities themselves. (Contains 28 references.) (MN)

ED 396 100 CE 071 752

Blakely, Caroline; Laubach, Robert S.
Literacy Journalism at Syracuse University. A Thirty-Year History: 1952-1981.
PUB DATE- 96
NOTE- 192p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Graduate Study; Higher Education; *Instructional Materials; *Journalism Education; *Journalism History; *Literacy Education; *Material Development; Periodicals
IDENTIFIERS- *Literacy Journalism; Syracuse University NY

This history of literacy journalism may be summarized as follows. Conceived in the early 1950s through the enthusiasm of Frank C. Laubach, the world's only graduate program for literacy journalism was started when his son, Robert Laubach, came to Syracuse University to study journalism. He was the student/instructor of the first class in 1951 and stayed to get a doctorate and to direct and teach the literacy journalism sequence until it ended in 1981. Literacy journalism was particularly concerned with developing countries and their "new readers." The class of 1958-59 decided to prepare a weekly newspaper for adults with low reading skills in English, "News for You," which was published by New Readers Press, started by Bob Laubach. In 1967, it became officially the publishing division of Laubach Literacy International. By 1959, Bob Laubach was teaching the original course, Writing for New Literates; another called Adult Literacy Techniques; and special classes of adult educators sent by governments of developing nations to learn easy writing techniques. From 1955-63, he taught a 6-week intensive course at Chautauqua Institution. The history of literacy journalism in part 1 is followed by four personal stories by alumni and teachers--Roland E. Wolseley, Elizabeth Mooney Kirk, Caroline Blakely, and Robert S. Laubach. Appendixes include the following: career summaries of alumni; a bibliography of selected works by alumni; quotes from alumni; course outline for Writing for New Literates; "Editorial Performance Standards" (Kay Freeman); and list of alumni. (YLB)

ED 396 101 CE 071 759

reward employees based on performance and merit without personal bias; then employees will have a positive perception of procedural and distributive justice that may lead to a higher level of satisfaction, commitment, and involvement. (Contains 14 references.) (Author/KC)

ED 396 118   CE 071 796

Tang, Thomas Li-Ping; Crofford, Amy Beth
Effects of Plant Closing on Employee Attitudes: The Case of the GE Plant in Columbia, Tennessee.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Dislocated Workers; *Employee Attitudes; *Employment Practices; *Job Layoff; Job Search Methods; *Outplacement Services (Employment); Retraining
IDENTIFIERS- Advance Notice of Employment Termination; *General Electric Company; *Plant Shutdown; Tennessee (Columbia)

A study examined the effects of plant closing on hourly production employees' attitudes and behavior intentions at a General Electric (GE) plant in Columbia, Tennessee. A survey was constructed and used to collect data from 5 percent of the 400 hourly employees in November 1993, shortly after the announcement of the plant closing. The survey requested information on job search activity, future plans, motivation of employees and other workers, and demographic information. The research showed that participants' average age was 43.5 years and the average length of service was 14.3 years. Seventy-four percent were Caucasian, and 61 percent were male. The majority of these employees had taken some steps in getting information about other jobs. Only 22 percent had not looked for another job. With an attractive severance benefits package, 32 percent said they would take some time off before going back to work. The majority of those sampled (60 percent) intended to go back to school or take training classes; 67 percent intended to make use of the new outplacement center on the site. Only 17 percent were willing to relocate outside the Middle Tennessee area. Most respondents perceived that their own performance and motivation had not changed since the announcement of the closing, but that other employees' performance and motivation had dropped significantly. Employees expressed feelings of resignation and sadness. The study concluded that job loss is stressful but that GE employees in Tennessee have taken appropriate action in preparing for their future. The study also concluded that the 6-month notice the employees were given helped to put them in a much better situation than if the company had just given them the 60 days required by federal law. Corporations gain cost savings, improve their corporate image, avoid legal issues, and meet their social responsibility by providing a long notice period and outplacement services for their personnel. (The survey is included in the report.) (KC)

ED 396 119   CE 071 797

Norland, Emmalou; Oberst, M. Claire
Report on the Adult Education for the Homeless Program in Ohio.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.

match with student reading levels. Cloze tests were used to determine whether students were able to understand the material. In three of the eight samples, the Cloze test showed that the readability test did not accurately indicate material suitability. (Teachers reported research separately because of difficulty in deciding how to present their findings.) The teachers concluded that constructing Cloze tests was a better use of time than figuring out readability using formulas. They also found some evidence that students could read better when using materials in which they were interested. They recommended that, if mixed reading levels occur among students in adult education classes, teachers should use materials with reading levels corresponding to those of the lower readers. Students with higher reading levels could still learn from these materials, but too-high levels would frustrate the slower students and possibly cause them to drop out of adult education programs. (Author/KC)

ED 396 136 CE 071 863

National Service Programs. AmeriCorps*USA--First-Year Experience and Recent Program Initiatives. Statement for the Record of Cornelia M. Blanchette, Associate Director, Education and Employment Issues, Health, Education, and Human Services Division. Testimony before the Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 21 May 96
NOTE- 17p.; For a related document, see ED 386 569.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Programs; Educational Finance; *Federal Programs; *Program Costs; Program Effectiveness; *Program Implementation; *Public Service; Public Support; *Volunteers
IDENTIFIERS- *AmeriCorps

AmeriCorps is the largest national and community service program since the Civilian Conservation Corps of the 1930s. Data from meeting with officials of AmeriCorps*USA; examination of grant files for all grantees' programs; review of Corporation program policies, guidance, and plans; random sampling of programs; and site visits to seven AmeriCorps*USA programs were used to describe the program activities and projects now in process. It was found that the projects were designed to strengthen communities, develop civic responsibility, and expand educational opportunities for program participants and others. The program participants were paid a living allowance, insurance, child care costs if needed, and education benefits for completed years of service. In its first program year, AmeriCorps*USA relied heavily on public support. In future years, the corporation will be required to increase private-sector financing, especially nonfederal funds. It was recommended that programs add participants in order to increase per-person costs. Other cost-cutting measures were initiated but it was too early to determine their impact. (KC)

ED 396 137 CE 071 864

Benton, Jackie Lamar
Personal and Occupational Mobility Characteristics of Selected Dislocated Newspaper Workers.
PUB DATE- May 94
NOTE- 281p.; Ph.D. dissertation, Louisiana State University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.

higher levels of performance. Preliminary efforts to define content standards have focused on definitions of workplace competencies. Relatively little attention has been given to more broadly defined conceptions of functional literacy knowledge and skills. Although the National Adult Literacy Survey represents advancement in the assessment of functional literacy skills, work is needed to develop more authentic, performance-based assessments. Efforts to develop OTL standards have been focused on program quality indicators and professionalization. The particular characteristics of the field of adult literacy call for development of new forms of standards to meet the needs of equity in access and outcomes, coordination of service provision, and sensitivity to the learning needs of an increasingly diverse population. Adult educators and learners have a special stake in standards and need to be actively involved in all areas of standards setting for adult literacy. (Contains 71 references.) (YLB)

ED 396 154 CE 071 897

Ginsburg, Lynda; And Others
What Does "100% Juice" Mean? Exploring Adult Learners' Informal Knowledge of Percent.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Computation; Educational Research; *Mathematical Concepts; *Mathematics Skills; *Numeracy; *Percentage; Student Evaluation

A study examined 60 adult students' informal knowledge of percent and its relationship to their formal computational skills. The students studying in adult education programs were interviewed to ascertain the following: (1) their ideas of the meanings of three benchmark percentages--100, 50, and 25 percent--as they appear in advertising and media contexts; (2) their ability to use these numbers in everyday mental math tasks; and (3) their visual representations of these quantities. Students also completed school-like, computational percent exercises. Students' responses were examined to determine the nature of their informal knowledge and skills; a number of patterns of informal knowledge and formal skills were identified. The range and fragility of student responses and the diversity of existing knowledge gaps suggested the need to broaden the content of percent instruction beyond computation. Mathematics assessments should be expanded to include performance of real-world tasks and should involve probing of responses to explore depth of understanding. (Contains 25 references.) (Author/YLB)

ED 396 155 CE 071 898

Perfetti, Charles A.; Marron, Maureen A.
Learning To Read: Literacy Acquisition by Children and Adults.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult

Organizations; *Organizational Development; *Organizational Effectiveness; Organizational Objectives; Program Costs; Publications; Staff Development; Technical Assistance; *Vocational Education
IDENTIFIERS- *European Centre for the Development of Voc Train; *European Community

During 1995, the European Centre for the Development of Vocational Training (CEDEFOP) was moved from Berlin, Germany, to Thessaloniki, Greece. Despite the burdens of the move, progress was made in the following activities: publishing updated CEDEFOP monographs in a variety of official languages; creating a new network for research cooperation on trends in occupations and qualifications; and implementing CEDEFOP's Study Visits' Programme. Three new member states (Austria, Finland, and Sweden) and two cooperating countries (Iceland and Norway) were integrated into CEDEFOP's work program. Two conferences were held in Thessaloniki to identify CEDEFOP's future priority tasks. Although work in the context of CEDEFOP's efforts to support the social dialogue got off to a poor start, several studies were completed and initial proposals to the European confederations were made. CEDEFOP's 1995 budget appropriations amounted to 16.5 million ECU (European Currency Units), a 48.65% increase over 1994, and its total expenditures for 1995 amounted to 14.775 ECU, a 40.26% increase over 1994. Of those funds, 10.74% were spent on administration and 39.24% were spent on projects, research work, and studies. (Appended are an extract from the council regulation establishing CEDEFOP and lists of members of CEDEFOP's management board and staff and CEDEFOP publications that appeared in 1995.) (MN)

ED 396 173 CE 071 954

Miller, Linda Wise; Winn, Richard
Idaho Marketing Education Core Curriculum. Career Sustaining Level, Specialist Level, Supervisory Level, Entrepreneurial Level.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Advertising; Basic Skills; Behavioral Objectives; *Business Education; Career Development; Competence; *Competency Based Education; *Core Curriculum; *Distributive Education; Educational Objectives; Educational Strategies; Education Work Relationship; Employment Opportunities; Entrepreneurship; Job Search Methods; *Marketing; Retailing; Role of Education; Secondary Education; *Statewide Planning; Supervisory Training
IDENTIFIERS- *Idaho

This document contains Idaho's marketing education (ME) core curriculum. Presented first are a list of 22 ME strategies that are aligned with the Idaho State Division of Vocational-Technical Education's strategic plan and a chart detailing the career pathways of ME in Idaho (arts and communication, business and management, health services, human resources, industrial and engineering, and natural resources). Discussed next are the nature/scope of and occupational areas of ME, job outlook for ME occupations, skills/knowledge learned in ME, and role of ME in improving marketing in Idaho. The remainder of the document is a list of 327 competencies in the following categories: role of marketing in the economic system; basic conformity with mainstream expectations; selecting, developing, and validating the privileges of an educated elite; and linking learning with social change. The influence of human capital theory upon adult education practices has fostered divisions between those concerned with developing autonomous individuals and those concerned with encouraging social responsiblity, between those focused on professional status for adult educators and those emphasizing social action. In the 1980s, such movements as popular education, feminism, and critical theory led to increasing calls for a revitalized adult education curriculum focused on transformation and learning to take action. Two influential educators inspired practice for social change: Myles Horton and Paulo Freire. As adult education becomes a big business and remains an instrument for the legitimation and perpetuation of the status quo, grassroots efforts continue to link learning with democratic social change. The paper concludes that what may be needed is reconstruction of the foundations of adult education and possibly renaming of the field of practice and study. Contains 126 references. (Author/SK)

ED 396 191 CE 072 062

Collard, Betsy; And Others
Career Resilience in a Changing Workplace. Information Series No. 366.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; Career Ladders; Career Planning; Change Strategies; Contracts; *Employee Responsibility; *Employer Employee Relationship; Employment Practices; Organizational Change; Self Actualization
IDENTIFIERS- *Career Resilience; *Self Reliance

Major changes in the workplace have changed the social contract between employer and employee and rendered many traditional models of career development inadequate. This paper examines the effects of a changing workplace on the individual and on career development. These changes in the workplace have created new types of organizations and new roles for individuals. Organizations no longer can provide job security and protection. Individuals are required to assume greater responsibility for their careers and must develop new skills and attitudes to manage their own careers. The old employment contract was characterized by a parental relationship and the exchange of loyalty and hard work for job security. A new contract, based on interdependency and the principles of partnership and open and honest communication, is recommended. The evolution of organizational career programs is briefly examined, and changing approaches to career development are explored. A new approach to career development is outlined, based on the concept of individual career self-reliance and a career resilience model for career development is proposed. Contains 61 references. (Author/SK)

ED 396 192 CG 025 816

Anderman, Eric M.

trainees were observed within this milieu in order to insure that a transfer of learning to the practicum setting had been accomplished. The training increased staff verbal de-escalation skills, behavioral observation skills, and decreased assaultive behavior by eight 6- to 12-year-old girls in a residential treatment facility. Eight appendices include an implementation plan, list of physical restraints, injury log, de-escalation training guide, and a documentation review form. (Contains 17 references.) (Author/TS)

ED 396 212 CG 027 128

Klason, Satya Mehndiratta
Social Network and Sefl Conception of Elderly People. Research Bulletin 89.
PUB DATE- 95
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; Aging (Individuals); *Attitude Change; Attitude Measures; Foreign Countries; *Gerontology; Human Relations; Interpersonal Relationship; Older Adults; *Retirement; *Self Concept; *Social Networks; *Social Support Groups

This study examined older adults' quality of interpersonal relationships and self-concept through semi-structured interviews with 39 70-year-old people in Malmo, Sweden. The gathered data is described on individual and group levels. Findings indicate that the elderly in this group have frequent contacts with their children and siblings. They maintain contacts with their relatives, friends and neighbors. The kinship network is active in terms of frequency of contact and has priority over other networks. Neighbors and friends are not utilized as social resources. The subjects' social network is also characterized by quality. The social network provides confidants, is available in times of need, gives and takes help, and even satisfies the emotional needs of its members. Quality develops through a life-long process of social interaction with others. It facilitates compensation for lost roles. Good relations established earlier in life become a reserve in old age. The absence of important persons and lack of quality in social networks do not automatically bring about changes in elderly individuals' views of themselves. There is a relative continuity between their experiences in the past and in the present. They consider themselves rather healthy. They feel appreciated by their friends and relatives. However, they regard their education as insufficient and feel themselves slightly unwanted now. A small group, mostly women, lack quality in social networks, have conflicts, feel dissatisfied, and desire reconciliations. There are some changes in their self-perceptions, but without trend. Six appendices present data. Contains 259 references. (Author/TS)

ED 396 213 CG 027 130

Edzards, Eric
School Psychological Services: Preservice Teachers' Level of Knowledge and Perceptions.
PUB DATE- 15 Mar 96
NOTE- 31p.; Paper presented at the Annual Convention of the National Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).
LANGUAGE- English

Ciborowski, Jean
Textbooks and the Students Who Can't Read Them: A Guide to Teaching Content. The Cognitive Strategy Training Series.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Low Achievement; *Readability; *Reading Comprehension; Reading Skills; *Teaching Methods; Textbook Evaluation; *Textbooks; *Textbook Selection
IDENTIFIERS- Text Factors

Proposing two major shifts in how to involve low readers more effectively in textbook learning, this book suggests that students, even those with low reading skills, can learn to use mainstream textbooks, and that textbooks can be designed to make them more usable for all students. The book presents a series of instructional techniques that teachers can use to improve their students' understanding of textbook material. Ways to sharpen teachers' textbook consumer skills in selecting and purchasing textbooks for an increasingly diverse population of readers are also discussed. Chapters in the book are: (1) "The Context for This Book: Improving Students' Understanding of Textbook Content"; (2) "The Impetus for Change: The Students, The Textbooks, The Instruction"; (3) "The Analysis of 12 Textbook Programs"; (4) "Using Textbooks with Low Readers"; and (5) "What Does a Really Good Textbook Look Like?" Contains 86 references. An appendix presents results of a study on improving textbook useability. (RS)

ED 396 234   CS 012 356

Elliott, Jan, Comp.; McCleary, Linda, Comp.
Every One a Winner: 1996 Arizona Reading Program.
PUB DATE- 96
NOTE- 541p.; Funded by the Library Services and Construction Act. For the 1995 Reading Program, see ED 378 995.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Creative Activities; Elementary Secondary Education; Enrichment Activities; *Library Extension; Library Services; *Olympic Games; Parent Participation; Preschool Children; Program Descriptions; *Reading Games; *Reading Programs; *Summer Programs; Thematic Approach
IDENTIFIERS- *Arizona

Intended to encourage children of all ages to read over the summer, this manual presents library-based programs, crafts, displays, and events with an Olympic theme. Based on responses to earlier Arizona Reading Programs, the manual includes more preschool material, age range suggestions on crafts and programs, and more clip art than earlier manuals. Sections of the manual are Introductory Materials; Goals, Objectives and Evaluation; Getting Started; Common Program Structures; Planning Timeline; Publicity and Promotion; Awards and Incentives; Parents/Family Involvement; Programs for attached. (RS)

ED 396 254 CS 012 495

Labbo, Linda D.; And Others
Computers Real and Make-Believe: Providing Opportunities for Literacy Development in an Early Childhood Sociodramatic Play Center. Instructional Resource No. 26.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Computer Uses in Education; *Dramatic Play; Early Childhood Education; *Literacy; Low Income; Urban Schools
IDENTIFIERS- Technology Integration

Playing in literacy-enriched, sociodramatic play centers is an important component of children's literacy development; yet due to the limited number of available computers in many low-socioeconomic-status urban schools, occasions for children to playfully explore literacy as it relates to technology are frequently absent in the early childhood classroom. Low-socioeconomic-status, culturally diverse children's opportunities for literacy development in computer-enriched, sociodramatic play centers during literature-based thematic units in one early childhood classroom are described. When the teacher (1) shared thematically related literature, (2) guided fact-finding field trips, (3) invited children to help design the play center to include literacy materials and computers (real or make-believe), and (4) engaged in supportive dramatic role-play, the children had numerous opportunities to gain conceptual understanding about the forms and uses of literacy. (Contains 27 references, 2 photographs, a classroom diagram, and a web of unit activities.) (Author/RS)

ED 396 255 CS 012 496

Price, Debra; And Others
Yes, There Is Magic in Literature--But Is There an "Mmmm" Sound in Magic? Instructional Resource No. 27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Case Studies; Classroom Communication; Grade 1; Primary Education; *Reading Instruction; Reading Skills; *Teacher Behavior; Teacher Student Relationship; Teaching Methods; *Whole Language Approach
IDENTIFIERS- Direct Instruction

Concerns have been expressed both in the popular press and in the professional literature regarding skills instruction and the literature-based movement. There is a growing perception that direct instruction in "basic" skills is discouraged within a literature-based philosophy. This booklet challenges this perception as a myth through the inspection of skills instruction in a first-grade classroom by a teacher who is capabilities of computers with such multimedia devices as CD-ROM and videodiscs. Students were consistently impressed with the entertainment value of "edutainment" software, but extremely dubious about their classroom usefulness. Students completed anonymous course evaluations at the end of the course. Students were pleased with continuous evaluation of the work, extensive exposure to software, instructor enthusiasm about computers, and the preparation of portfolios containing their work. They were less enthusiastic about "tangents" relating computer-based instruction to other educational issues, too brief instructor responses in dialogue journals, and the amount of time devoted to writing process groups. (Contains 12 references and 23 software references. Appendixes present the course syllabus, software evaluation form, small group assignments, and the final examination question.) (RS)

ED 396 275 CS 012 522

Musthafa, Bachrudin
Reading-Writing Connections: Shifts in Research Foci and Instructional Practices.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Trends; Reading Instruction; *Reading Research; *Reading Writing Relationship; Research Needs; Writing Instruction; *Writing Research
IDENTIFIERS- *Historical Background; Reading Theories; *Research Trends

Suggesting that, as a field of research, reading-writing relationship is still in its infancy, this paper examines how the field has developed over time and where it is currently heading. Using different decades (beginning with the 1960s) as a guiding time frame, the paper (1) delineates major shifts in the conception of reading and writing, and the focus of reading-writing research; (2) describes literacy instructional practices typical of each era; and (3) discusses the future directions of reading-writing research. Contains 28 references. (RS)

ED 396 276 CS 012 523

Kaye, Peggy
Games for Learning: Ten Minutes a Day To Help Your Child Do Well in School from Kindergarten to Third Grade.
PUB DATE- 91
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Childrens Games; *Educational Games; Language Arts; *Learning Activities; *Logical Thinking; Mathematics; *Parent Participation; Parent Student Relationship; Primary Education; Sciences; *Skill Development; Social Sciences; Young Children
IDENTIFIERS- *Instructional Stimuli

This book provides parents with more than 70 original, entertaining, and educational ways to help their children master crucial learning skills--each game takes just 10 minutes

DESCRIPTORS- *Classroom Techniques; *Instructional Effectiveness; Primary Education; Program Descriptions; Program Implementation; Spelling Instruction; *Student Evaluation; *Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *Process Approach (Writing)

Designed to provide teachers with ideas and resources that make it possible to nourish and build upon the skills of young writers, this guide deals with effective writing instruction within the elementary school and using the writing process with primary children. The guide addresses issues related to, and provides suggestions for, the teaching of spelling as part of the writing process. Parents, students, and teachers all play crucial roles in writing instruction, and the guide encourages each group to excel. Chapters in the guide are: (1) Writing in the Elementary School; (2) Effective Writing Instruction and the Writing Process; (3) Teaching Spelling within the Writing Process; (4) Managing the Writing Classroom; and (5) Evaluation and Conferencing. Contains 61 references. An appendix presents benchmarks of proficiency in reading and writing. (RS)

ED 396 297 CS 215 326

Kerner, Howard A.
Teaching Life: Re-Creating and Re-Teaching Literature: Conception to Instruction.
PUB DATE- 24 May 94
NOTE- 25p.; Paper presented at the Annual International Conference on Teaching Excellence (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Curriculum Development; Higher Education; *Interdisciplinary Approach; *Life Events; Literary Criticism; *Literature Appreciation; Student Writing Models; *Thematic Approach
IDENTIFIERS- Aesthetic Reading; *Social Connectedness

Suggesting that instructors approach literature from a multidisciplinary life-based stance, this paper presents syllabi, pedagogical techniques, and a student essay which illustrates a life-based approach to literary themes. The first section of the paper deals with creative curricular re-packaging of great literature in which traditional course structure is supplemented by theme of genre-based courses. The second section of the paper begins with quoted substantiation from two recent authoritative sources and then focuses on some pedagogical techniques to enliven great literature for today's students. The third section of the paper is part of an illustrative student essay which applies literature as life to critical essay writing. (RS)

ED 396 298 CS 215 327

Maring, Gerald H.; And Others
Using the World Wide Web To Promote Literacy Development and Learning Communities: Guidelines and Directions for Teachers.
PUB DATE- 21 May 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

observations and initial and final writing prompts. Results of analysis of the writing prompts were inconclusive. Results also indicated that (1) many students exhibited significant competence in both the oral and written production of rap texts; (2) teachers continually reported that students who had a history of apathy and minimal participation came alive when presented with the intervention curriculum; (3) many of the most commercially successful rap artists are highly proficient in (and perform much of their music in) language that is very close to edited English; (4) one of the teachers began to feel that her students did not accept her teaching them about rap music and culture; and (5) the curriculum materials had an ephemeral shelf life. (Contains 31 references, and 3 charts of data. Attachments provide more data.) (RS)

ED 396 317 CS 215 367

Chawla, Louise
In the First Country of Places: Nature, Poetry, and Childhood Memory.
PUB DATE- 94
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Children; Hermeneutics; Interviews; *Memory; Phenomenology; *Poetry; *Poets; Psychology; Religion
IDENTIFIERS- *Childhood Recollection; Identity Formation; *Nature; Psychoanalytic Criticism

This book integrates poetry and psychology to explore how people shape their childhood place memories and self-identities in conformity with their philosophies of nature. Drawing upon written work and original interviews, the book describes uses of memory through the perspectives of five contemporary American poets: William Bronk, David Ignatow, Audre Lorde, Marie Ponsot, and Henry Weinfield. In the book, these authors describe their relationships with nature and childhood in the context of major Western traditions on philosophy and religion. Each poet confronts the Western image of an alien nature within which histories of individuals are significant, and three poets elaborate alternative versions of connection with nature and their own past. The book closes by suggesting how the practice of psychology may assimilate principles of phenomenology and hermeneutics that point to a new paradigm of connection with childhood and with nature. After an introduction, chapters in the book are: (1) Placing the Past; (2) Childhood and Nature; (3) Confrontations: William Bronk and Henry Weinfield; (4) Reconciliation: David Ignatow; (5) Connections: Audre Lorde and Marie Ponsot; (6) Childhood and Nature Reconsidered; and (7) A Recollective Psychology. An epilogue concludes the book. (RS)

ED 396 318 CS 215 368

Carey-Webb, Allen, Ed.; Benz, Stephen, Ed.
Teaching and Testimony: Rigoberta Menchu and the North American Classroom.
PUB DATE- 96
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom

the techniques or skills developed in the lesson, including short sample scripts; (2) prewriting activities that help students become more familiar with the topic and give them opportunities to experiment before they tackle a new technique; (3) Stage Write activities with step-by-step instructions for writing scripts using new skills; (4) helpful hints that provide further guidelines for the activities; and (5) extensions that can be used during writer's workshops or as homework or learning center assignments. The guide approaches performing or reading a script as a form of publishing out loud--scripts should be shared with the entire class and an area of the room should be designated as the stage for script-sharing. (NKA)

ED 396 337 CS 215 400

Withington, Janice J.
Genres of Literature. Thematic Study Guides & Bibliographies.
PUB DATE- 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Class Activities; Intermediate Grades; Junior High Schools; *Language Arts; *Learning Activities; *Literary Genres; *Literature Appreciation; Middle Schools; Thematic Approach; *Whole Language Approach
IDENTIFIERS- *Aesthetic Reading; Trade Books; Writing Development

Aimed at helping students in grades 5-8 read and enjoy more varieties of literature as well as promoting more writing, this guide offers materials which use a thematic approach to reading, writing, and literature. The guide provides reproducible and hands-on activity ideas plus bibliographies for the genres of realistic fiction, animal tales, biography, historical fiction, nonfiction, news reporting/media, mystery, science fiction and fantasy, poetry, and plays. Activity ideas for Newbery Award winners are also provided. The book uses a whole language approach to the teaching of reading and writing to middle grade students--an important element involves helping students understand how they learn (metacognition) and developing strategies that encourage organized learning. The book is divided into sections corresponding to each literary genre with a bibliography at the end of each section. Appendixes contain assessment pages, vocabulary worksheets, Bloom's taxonomy, reading conference questions, and author style worksheets. (NKA)

ED 396 338 CS 215 411

Cobine, Gary R.
Teaching Expressive Writing. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Expressive Language; Free Writing; Higher

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication (Thought Transfer); Diagrams; Film Criticism; Film Study; Higher Education; Models
IDENTIFIERS- *Communication Context; Theoretical Orientation; *Visual Communication

Sharing some organizational frameworks, this paper presents two groups of diagrams that have been employed in various communication classes to illustrate how theoretical understandings can be used as paradigms to help organize information in a more clarified manner. The first part of the paper discusses diagrams which are directly relevant to courses in visual communication and cinematic development. Diagrams in the first part of the paper address media/space/abstraction relationships, the spectrum of deep and flat relationships, narrative (fiction) film, and some relationships between window/frame visual analysis and realism/formalism/modernism modes of cinematic style. The second part of the paper presents three diagrams, variations on a general model of communication, more along the lines of visualizing theory in an attempt to metaphorically extend the visual analysis paradigm of the first group to the larger contexts of the communication process. Contains 5 unnumbered diagrams, 3 figures, 4 notes, and 24 references. Appendixes present a description of the functions of communication, and an organizational chart for courses in film and television theory and criticism. (RS)

ED 396 358 CS 509 297

Burke, Ken
Gaps and Serpents; Windows, Borders, and Mirrors: Merging of Analytical Tools from Mass and Interpersonal Communication.
PUB DATE- 22 Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interpersonal Communication; *Mass Media; *Models; Visual Arts
IDENTIFIERS- *Research Integration

Despite the obvious intersections between the studies of interpersonal and mass communication, an unnecessary separation exists between those two closely related (sub)disciplines. Two avenues of connection between these areas of study are the concepts of gap bridging, and application of visual analysis to conversation analysis. James Guardino has proposed the effects of messages as the core essence of communication, but a step further back from the message should be incorporated, which is the impetus for the message: what other writers have referred to as "the gap." A generic model of communication is based on an earlier model of multi-image communication and B. Dervin's gap theory. To truly understand successful communicatings, scholars must study both the conditions of the gap and the exchange of interaction which attempts to bridge it. The terminology of "window," "frame," and "mirror" from the field of mass communication can be used to study interpersonal interactions. Using five major visual media of painting, for use in classrooms and other forums for reform; and (4) support for day-to-day implementation. Change in schools was impeded by clashes between schools' cultures and those of the design teams and the inability to address issues of public engagement. Six figures are included. Appendices contain descriptions of the team designs and the evaluation methodology. (Contains 45 references.) (LMI)

ED 396 378 EA 027 601

Framework for Change: A Continuum for School Restructuring.
PUB DATE- Mar 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Community Involvement; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Mission Statements; Partnerships in Education; Performance; School Community Relationship; *School Restructuring; Staff Development; State Standards
IDENTIFIERS- *Texas

The Partnership Schools Initiative (PSI) originated among Texas schools in 1992 as a network to create an educational system for achieving excellence and equity for all students. Participants in the network developed a matrix to be used by schools embarking on restructuring efforts, which identifies what leaders of successful schools can do to create a context for change. This document contains the framework developed by the Partnership Schools facilitators, who incorporated feedback from educators, teachers, and Education Service Center directors. The framework is based on the experiences of the Partnership Schools members as they worked through a systemic change process. Each part of the framework addresses one of the six PSI objectives. Each objective and its essential components are described through a continuum of stages of change. The objectives are to: (1) involve all levels of the campus community in the decision-making process; (2) provide comprehensive staff development that addresses campus needs; (3) develop partnerships that support campus plans for improvement; (4) identify and remove barriers that hinder student performance; (5) design and implement a plan to improve the performance of all students; and (6) share the experiences and results of campus initiatives. A list of participating schools is included. (LMI)

ED 396 379 EA 027 602

Silverstein, Jan
Partnerships for Educating Colorado Students: Continuing the Commitment. Bringing Out the Best in All of Our Students. An Education Planning Framework for Colorado Communities.
PUB DATE- Apr 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary

skills, selected programs, and instructional personnel; support services; accreditation and evaluation; literacy passports and criteria for diplomas and certification; professional development; planning and public involvement; and the state educational policy manual. Regulations establishing standards for accrediting public schools in Virginia are also presented, which explain the procedures for accreditation and highlight standards for school and community relations; philosophy, goals, and objectives; instructional program; instructional leadership; instructional delivery; student achievement; staffing; and buildings and grounds. (LMI)

ED 396 399 EA 027 623

Standards of Learning for Virginia Public Schools.
PUB DATE- Jun 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; English Instruction; Evaluation Criteria; History Instruction; Mathematics Education; Mathematics Instruction; *Public Schools; Science Education; Science Instruction; Social Sciences; *State Standards; Student Evaluation
IDENTIFIERS- *Virginia

In 1995 the Virginia Board of Education adopted new Standards of Learning in four core subject areas: mathematics, science, English, and history and social science. The new standards set targets and expectations for what teachers need to teach and students need to learn. The requirement is designed to provide greater accountability on the part of public schools and give local school boards the autonomy and flexibility to offer programs that best meet the educational needs of students. This document contains the new standards, which are the result of collaboration among teachers, parents, principals, school board members, community leaders, and national experts. Standards are described in detail for mathematics, science, English, history, and the social sciences at each grade level from kindergarten through grade 12. (LMI)

ED 396 400 EA 027 625

Orlich, Donald C.
Designing Successful Grant Proposals.
PUB DATE- 96
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Educational Research; Elementary Secondary Education; Financial Support; Fund Raising; *Grants; *Grantsmanship; Institutional Advancement; Needs Assessment; *Program Proposals; *Proposal Writing

This handbook offers guidelines for compiling successful grant proposals. Chapter 1 reviews basic elements of a proposal, explains how to match the proposal's priorities with those of funders, and offers suggestions for writing big proposals. Chapter 2 presents strategies for monitoring funding sources, and community resources to implement the schooling practices that bring about quality education. Appendices contain a description of the research methodology, a list of consultants, a list of organizations nominating the Delphi participants, and interview questions. (Contains 87 references.) (LMI)

ED 396 420 EA 027 654

The Education Mobility Assistance Program.
PUB DATE- Jul 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Civil Rights Legislation; Desegregation Litigation; Desegregation Plans; Educational Finance; Educational Opportunities; Elementary Secondary Education; *Equal Education; Expenditures; Program Effectiveness; Public Schools; *Racial Integration; *School Desegregation; School Districts; *State Programs; *Voluntary Desegregation
IDENTIFIERS- *Ohio

The Education Mobility Assistance Program (EMAP) was created in Ohio in 1979 to provide funds to school districts that volunteered to racially desegregate their schools by transferring students. This report evaluates the impact of EMAP funds in reducing the number of racially isolated schools and in providing equal educational opportunities for all students. Data were collected through interviews with education, legislative, and civil rights personnel, and through 31 interviews with EMAP administrators across several types of school districts. Findings indicate that since the program began, the state has provided an average of only $73 per student transferred, although a maximum of $400 per student is allowed. There have been mixed results in terms of reducing the number of racially isolated schools. Since 1979, the number of racially isolated schools in the 17 EMAP districts has decreased in 11 school districts, stayed the same in 3 districts, and increased in 3 districts. The reduction could also be attributed to other factors--an overall concern about court-ordered desegregation associated with busing, and the availability of federal funds to schools for voluntary desegration. The Legislative Office of Education Oversight (LOEO) also found that districts' self-evaluations of their EMAP programs are limited in scope and do not address the overall impact of the program. Other problems are that EMAP funding is distributed too late in the year for districts to plan effectively for its use; districts have inconsistent interpretations about how the Ohio Department of Education (ODE) determines eligible transfers for funding; and ODE lacks enforcement power to require districts to show reasonable progress. Recommendations are made for actions to be taken by the Ohio General Assembly and ODE. Four exhibits are included. Appendices contain a history of federal school desegregation and a table showing desegregation costs for five Ohio school districts. (Contains 26 references.) (LMI)

ED 396 421 EA 027 655

Hall, Jenny
School Exchanges: A Tool for Mutual Understanding in a Multicultural Society. Report of the Conference.
PUB DATE- 96
NOTE- 50p.; Paper presented at the Annual Conference of the

Development (OECD) member states initiated the Indicators of Education Systems Project (INES), the first system of comparative education policy indicators on education. The INES Project represents the single best source of international policy indicators today. The paper identifies issues in comparing states and nations, which include different locuses of policy decision making, variation among the study populations, and different contexts of educational environments. Factor analysis was used to examine the social context of American states and European nation-states with more centralized education policies. The data found a common social context characterized by violent death among youth, youth poverty, and teenage births. The American states were found to be more different than alike on the social context of education, and some eastern states appeared to be more like European countries than other states. The paper recommends that member OECD countries commit to complete reporting of at least the core education indicators. One figure and two tables are included. (Contains 27 references.) (LMI)

ED 396 440 EA 027 679

Anderman, Eric M.; And Others
School Reform and the Transition to Middle School.
PUB DATE- Apr 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Educational Change; Goal Orientation; Intermediate Grades; Junior High Schools; *Middle Schools; Student Attitudes; *Student Motivation; Student School Relationship; Student Surveys

This paper presents findings of a study that used goal orientation theory as a guiding framework for a collaborative effort with middle school principals, teachers, and parents over a 3-year period. The intervention sought to change policies and practices so that they would reflect more of a task-goal orientation and less of an ability-goal orientation. The study assessed students' perceptions of the goal emphases in their classrooms; their personal orientation to task, ability, and extrinsic goals; their reported use of deep processing strategies; and their academic efficacy beliefs in mathematics and English 1 year before the transition to middle school and again at the end of the sixth and seventh grades in both the "demonstration" school and a comparison school. Fifth-grade students scheduled to attend the demonstration school and students scheduled to attend the comparison school demonstrated no differences on any of the measures. After the transition, students in the demonstration school exhibited a more positive profile of personal goals, efficacy beliefs, and perceptions of the classroom goal structure than did students in the comparison school. Results are discussed in terms of implications for middle school reform and with regard to the use of goal-orientation theory to guide school reform efforts. Five figures and four tables are included. (Contains 71 references.) (LMI)

ED 396 441 EA 027 681

Brunner, C. Cryss

Education; Employment Practices; *Equal Opportunities (Jobs); Higher Education; Racial Discrimination; Sex Discrimination; Sex Fairness
IDENTIFIERS- *Civil Rights Act 1964 Title VI; Rehabilitation Act 1973 (Section 504)

The Office for Civil Rights (OCR), Department of Education, prepared this brochure for the general public and for education agencies and institutions that have programs or activities that receive Federal financial assistance. The brochure summarizes the requirements pertaining to employment practices contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Title VI protects people from discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance; Title IX prohibits discrimination on the basis of sex in education programs or activities receiving Federal financial assistance; and Section 504 prohibits discrimination on the basis of handicap in programs or activities receiving Federal financial assistance. The brochure also outlines procedures for filing a discrimination complaint with OCR. A list of regional Civil Rights Offices is included. (LMI)

ED 396 460 EA 027 755

Goals 2000: Increasing Student Achievement through State and Local Initiatives.
PUB DATE- 30 Apr 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; Educational Assessment; Educational Improvement; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; *State Action; State Programs; *Statewide Planning
IDENTIFIERS- *Goals 2000

This document is the U.S. Department of Education's first report to Congress on the Goals 2000: Educate America Act. It includes a brief history of the 1994 law, a description of how states and school districts are using their Goals 2000 money, a look at how the program is helping to reshape the department's technical-assistance effort, and a state-by-state chart of allocations. Appendices contain lists of completed state education-improvement plans, urban and rural reform grants, and amendments to Goals 2000. Parental assistance centers are also described and listed. (Contains 17 endnotes.) (LMI)

ED 396 461 EA 027 757

Student Absenteeism and Tardiness. Indicator of the Month.
PUB DATE- Jun 96
NOTE- 4p.; Extracted from "The Condition of Education, 1995."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Attendance; *Attendance Patterns; Elementary Secondary Education; High Risk Students; High Schools; Public Schools; *School Statistics; Truancy
IDENTIFIERS- *Tardiness

An important aspect of students' access to education is the amount of time actually spent in the classroom. This brief highlights data on the student absentee rate for 1990-91. The data were extracted from "The Condition of Education, 1995," and indicator levels, though this may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the outcome domain, outcome, and indicator levels for the District of Columbia, Florida, and Indiana. Reports of the document analysis done for each of these areas are provided. (DB)

ED 396 479 EC 304 859

Seppanen, Patricia; And Others
Matching State Goals to a Model of Outcomes and Indicators for Age 3. Technical Report 13.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 37p.; For related documents, see EC 304 858-862.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Educational Assessment; *Educational Objectives; Models; National Surveys; Preschool Education; *State Standards
IDENTIFIERS- Florida; Maryland; National Center on Educational Outcomes; National Standards; North Carolina; Performance Indicators; Washington

A national survey of state-articulated student goals and outcomes led to the analysis of documents from four states for correspondence with the outcomes specified for age 3 in the conceptual model of the National Center on Educational Outcomes for Students with Disabilities (NCEO). In the survey, 36 states (including the District of Columbia) provided information about outcomes-related goals. Analysis of submitted documents addressing learner goals, objectives or standards found only four states (Florida, Maryland, North Carolina, and Washington) that included documents which addressed the age 3 level. Overall, the study found a moderate correspondence at the domain and outcome levels but an apparent lack of correspondence at the indicator level though this may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the levels of domains, outcomes, and indicators for Florida, Maryland, North Carolina, and Washington. Reports of the document analysis done for each of these states are provided. (DB)

ED 396 480 EC 304 860

Seppanen, Patricia; And Others
Matching State Goals to a Model of Outcomes and Indicators for Age 6. Technical Report 14.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 206p.; For related documents, see EC 304 858-862.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Educational Assessment; *Educational Objectives; Models; National Surveys; Primary Education; *State Standards
IDENTIFIERS- National Center on Educational Outcomes; National Standards; Performance Indicators

A national survey of state-articulated student goals and outcomes behaviors, positive classroom environments, cooperative learning, and reintegration factors (strategies for inclusion). Recommendations are then offered for a proposed program to include emotionally disturbed and behaviorally disordered students in regular second and third grades. These cover the specific school's needs, its location, program participants (12 male students with emotional/behavioral disorders), rationale, and support service. Recommendations for specific project implementation cover selection of regular education teachers, peer-tutoring, parental involvement, techniques for collaborative teaching, and involvement of the "care team." Also discussed are the social skills curriculum, project evaluation, current and planned personnel, and anticipated expenditures. (Contains 49 references.) (DB)

ED 396 498   EC 304 880

Bender, Renet L.; Bender, William N.
Computer-Assisted Instruction for Students at Risk for ADHD, Mild Disabilities, or Academic Problems.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; Continuing Education; Courseware; Elementary Secondary Education; *High Risk Students; Inclusive Schools; Media Selection; *Mild Disabilities; *Multimedia Instruction; Multimedia Materials; *Staff Development; Student Characteristics; Teacher Improvement

This guide is intended to help teachers integrate computer-assisted instruction into classrooms which include students who are at risk for or students who have mild and moderate disabilities such as attention deficit hyperactivity disorder. After an introductory chapter, Chapter 2 discusses how computer programs can help students with particular learning characteristics such as attention deficit disorders. Chapter 3 identifies the critical information teachers need to know about their computers in order to evaluate and purchase computer software. Chapter 4 is organized around three issues: using computers in the classroom, instructional options for the classroom, and teaching students the types of technology they will use in the workplace. It also considers scheduling of computer time, computer placement, and adaptations for non-reading students. Chapter 5 focuses on computer-managed instruction, especially using the computer for classroom management, generation of Individualized Education Programs, and behavior support. The attributes of multimedia are presented in Chapter 6, along with a discussion of how multimedia works and advantages/disadvantages of using multimedia with students. Chapter 7 examines several ways in which teachers can use computers to enhance their teaching skills. Three appendices include descriptions of software, a list of software sources, and descriptions of hardware. (Individual chapters contain references.) (DB)

ED 396 499   EC 304 881

Latham, Peter S.; Latham, Patricia H.

This article discusses the development of English-as-a-Second-Language (ESL) curricula that are consistent across course levels. The article argues that to maintain consistency, teachers must cooperate to form an ongoing, systematic development of subskill-based course guidelines in the skill areas of speaking, listening, reading, writing, and grammar. The discussion outlines a process for identifying relevant learning subskills and ways in which they can be developed and addressed in a pedagogically sound manner. An account of curricular reform at one intensive ESL center follows, detailing the process used by teachers to cooperatively establish course guidelines. Skill development in the preliminary drafts of listening and speaking guidelines is examined, and methods for coordination with other teachers are noted. Recommendations are made for other language institutions wishing to take this approach. Drafts of speaking and listening guidelines are appended. (Author/MSE)

ED 396 518 FL 023 771

Musthafa, Bachrudin; Huda, Nuril
Assisting Basic Writers: A Theoretical Framework and Classroom Strategies.
PUB DATE- Sep 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Basic Writing; Classroom Techniques; Curriculum Design; *English (Second Language); *English for Academic Purposes; Second Language Instruction; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes; Written Language

Four areas of consideration are crucial to the development of an effective English-as-a-Second-Language writing program: the nature of basic writers; acquisition of written language; approaches to teaching basic writing; and classroom strategies. Basic writers are students who have studied writing for years but are still unable to produce acceptable work. Problems are caused by lack of familiarity with specific grammatical and syntactic rules and the conventions of organization and logic required in academic writing. Analytical orientation and synthetic-holistic orientation seem to be only partially applicable in solving writing problems. Writing courses should cover linguistic conventions and appropriate writing procedures. Classroom activities should be focused on helping learners express themselves in their own ways. A set of 20 principles are outlined for writing instructors, including specific classroom techniques and areas for instructor awareness. Contains 24 references. (Author/MSE)

ED 396 519 FL 023 803

The Foreign-Born Parent Network, 1995-1996.
PUB DATE- 96
NOTE- 75p.; Published six times per year.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; *Cultural Pluralism; Demography;

attributed to various possible sources. Results indicate that the effects of second language (L2) proficiency were not always as expected. For example, advanced learners were not always closer to the native speaker than the intermediate learners in their judgement, suggesting not much difference between advanced and intermediate learners in levels of pragmatic competence. (Contains 11 references.) (Author/NAV)

ED 396 541 FL 023 884

Lee, Gunsoo
A-Bar Dependency, Wh-Scrambling in Korean, and Referential Hierarchy.
PUB DATE- 96
NOTE- 31p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Conceptual Tempo; *Korean; Linguistic Theory; Morphology (Languages); Nouns; *Sentence Structure; *Structural Grammar; Uncommonly Taught Languages
IDENTIFIERS- *Binding Theory; *Wh Clauses

This paper examines the precise correlation between A-bar dependency and the notion of referentiality in Korean. Referentiality is initially defined by the lexical content that only noun phases inherently carry. It is demonstrated that the specification of phi-features renders arguments referential and adjuncts non-referential. This definition is then refined as a set theoretic notion of referentiality to capture the varying degrees of strength in A' dependencies across wh-islands (weak islands) that different wh-phrases show. It is demonstrated that the relative strength of A' dependencies across wh-islands can be predicted by the referential hierarchy. Strong islands are also considered and the notion of "barrier defiability" is introduced to properly constrain A' movements across the strong islands. It is further demonstrated that there may be an argument-adjunct asymmetry even in wh-extractions out of strong islands. If extracted wh-phases are highly referential according to the above referential hierarchy, the barrier may be neutralized and thus an A' dependency may be established even across a strong island. This defiance of a barrier is referred to as Debarrierization as reflected in the relative notion of Barrier Defiability. (Contains 34 references.) (Author/NAV)

ED 396 542 FL 023 885

Pye, Clifton
K'iche' Maya Verbs of Breaking and Cutting.
PUB DATE- 96
NOTE- 13p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Deep Structure; Lexicology; Mayan Languages; *Morphology (Languages); *Quiche; *Semantics; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Universal Grammar

K'iche' Maya divides the breaking and cutting domains into much more specific actions than either English or Spanish. K'iche' does not have a general word for breaking that can be substituted for the specialized breaking verbs in the way that

DESCRIPTORS- Adult Education; Business Correspondence; *Career Change; Career Education; *Employment Interviews; *Job Applicants; *Job Search Methods; Learning Activities; Letters (Correspondence); Midlife Transitions; Underemployment; Unemployment

This book is the fourth in a series of six pocket-sized books written for career changers and laid-off workers. Each book is written at a 7th- to 10th-grade reading level and contains examples, hands-on self-discovery exercises, and step-by-step advice for a successful job search. This book provides a step-by-step process for succeeding in any interview. Chapter 1 describes what an interview is, its importance, and types of interviews. Chapter 2 details a 10-step success plan. The five steps before the interview are as follows: (1) research the company; (2) identify one's weaknesses; (3) prepare questions and answers; (4) practice for the interview; and (5) prepare for the meeting. These three steps at the interview are explained: wait for the interviewer, meet the interviewer, and handle the interview. The two steps after the interview are follow up and negotiate the offer. Chapter 3 offers some tips related to body language and answering and asking questions. Chapter 4 reviews the 10-step plan. Other contents include a bibliography of nine helpful books for job seekers and an index. (YLB)

ED 396 082 CE 070 565

Lindgren, Amy
Job Search over 40: Selling to Your Strengths. Pocket Job Series No. 5.
PUB DATE- 95
NOTE- 70p.; For related documents, see CE 070 561-566.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Age Discrimination; *Career Change; Career Education; *Job Applicants; *Job Search Methods; Learning Activities; *Middle Aged Adults; Midlife Transitions; *Older Adults; Underemployment; Unemployment

This book is the fifth in a series of six pocket-sized books written for career changers and laid-off workers. Each book is written at a 7th- to 10th-grade reading level and contains examples, hands-on self-discovery exercises, and step-by-step advice for a successful job search. This book describes a job search strategy that makes "overqualified" an advantage. Chapter 1 focuses on who the players are--the law, the older worker, the job market, and the job seeker. Four ways to combat age bias are described: ignore it, confront it, litigate, or expect and avoid it. Chapter 2 provides a strategy that includes the following: preparing for the job search by preparing mentally, identifying weaknesses, updating the resume, enrolling in a computer class, and setting a job goal; using the hidden job market; and practicing for the interview. Chapter 3 covers what to do if turned down, including following up, handling rejection, and troubleshooting. Other contents include names and addresses of six national resource organizations, a bibliography of 10 helpful books for job seekers, an index, and space for notes. (YLB)

ED 396 083 CE 070 566

Charters, Alexander N.
Reflections on Mainstreaming of Adult Education: Into the Academic Life of Syracuse University, 1948-1973.
PUB DATE- 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Access to Education; *Adult Education; Adult Students; Ancillary School Services; Educational Change; *Educational History; *Higher Education; *Nontraditional Students; Staff Development; *Universities
IDENTIFIERS- *Syracuse University NY

To foster the recognition of adult education as a field of study and practice, Syracuse University made a conscious commitment to mold adult education into the very essence of the university. This effort was called mainstreaming. The following changes facilitated adult education in universities: the articulation of elementary, secondary, and postsecondary schools with admission to universities; communication between universities and their constituencies and their community; expansion of agencies of adult education and number of educators; and internal changes in universities, including periods of study, the Carnegie Unit, recognition for adult learning, extension credit and its phasing out, recommendations of recipients for degrees and other recognition, development of technology, financial aid to part-time students, intra-university transfer of credits, and institutional branches. A major development to facilitating mainstreaming of adult education was the establishment of the Office of Vice President for Continuing Education in 1964. Some elements of mainstreaming that evolved at Syracuse University were as follows: focusing on the adult learner; committing to the mission of adult education; keeping pace with change; strengthening standards of quality; developing faculty, staff, and other personnel; and providing support services. (Appendixes include lists of program and support staff, academic and administrative officers, and deans and directors.) (YLB)

ED 396 102 CE 071 761

Faraday, Sally
Access to Accreditation.
PUB DATE- Jun 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Learning Disabilities; Postsecondary Education; *Special Needs Students; *Student Certification; *Student Evaluation; Technical Institutes; Vocational Education
IDENTIFIERS- *National Vocational Qualifications (England); Open College Networks (Great Britain)

Concerns that students who have learning difficulties and disabilities (LDDs) and who are enrolled in further education (FE) colleges were being excluded from the basic entitlement to accreditation prompted a review of the system of 16-19 qualifications in 1995. It was recommended that England's national qualifications framework be revised and entry-level awards designed to offer progression to foundation level be offered. Since that recommendation, FE colleges have been

PUB DATE- Aug 95
NOTE- 112p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Daily Living Skills; Educational Needs; Employment Potential; *Homeless People; Job Training; *Literacy Education; Program Effectiveness; Program Implementation; State Programs
IDENTIFIERS- *Adult Education for the Homeless Program; *Ohio

In 1994, an evaluation was made of the Adult Education for the Homeless (AEH) program in Ohio. Ohio currently has the third largest AEH project (of 32 states), with 40 sites spread over 12 locations. The evaluation was both formative and summative and was based on theoretical models of adult education (Teaching-Learning Exchange Theory and Bennett's Hierarchy). Research was conducted through site visits and data collection by teachers using a questionnaire developed for the project. The study found that the learners were evenly distributed across gender and African American and European American heritage. More than 75 percent of the learners were aged 20-40. Most were unmarried and about half had children. The majority had 10 or more years of schooling. About half of the respondents participated in the education program for 10 hours or less for the month of November 1994, when the data were collected. Teachers felt the participants were above average in all areas and highest in general attitude. Learners said they participated to learn new life skills and new job skills and to improve mathematics and reading skills. Two-thirds of the participants who left the program during the month indicated that they had met their goals. Teachers sometimes helped students with information and issues not directly related to curriculum. The predominant teacher style was "learning-community-centered" and students were more likely to get a job and improve life skills than were the students of more content-centered teachers. Programs that were conducted in shelters or other areas closest to learners were most likely to draw and retain participants. Program directors wanted inservice training in identification of learning disabilities, knowledge of homeless issues, and general curriculum development. (Three appendixes include the list of stakeholders, indicators of program quality, and the instruments used in the study.) (KC)

ED 396 120 CE 071 799

27 Years of Impact: Vocational-Technical Education in Ohio. Final Annual Report under Federal Law.
PUB DATE- 30 Jun 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Educational Needs; *Educational Planning; Inservice Teacher Education; *Marketing; Postsecondary Education; Secondary Education; State Programs; *Statewide Planning; *Vocational Education; Workshops
IDENTIFIERS- *Ohio Council on Vocational Education

The Ohio Council on Vocational Education (OCOVE) was created to strengthen the career, vocational, and technical education services provided for Ohioans as a practical, efficient, and sure way to enhance the competitiveness of individual workers and the state and national economy. Some of the accomplishments of OCOVE during its 27 years of operation include the

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; *Dislocated Workers; Dismissal (Personnel); *Employee Attitudes; *Employer Employee Relationship; Employment Opportunities; Employment Practices; Income; *Job Layoff; Labor Market; *Occupational Mobility; Structural Unemployment; Work Attitudes
IDENTIFIERS- *Louisiana (Baton Rouge)

A study of dislocated newspaper workers in Baton Rouge, Louisiana, was conducted to describe their personal and occupational mobility characteristics and the residual effect of their separation and unemployment. The descriptive study focused on demographic characteristics, employment history, occupational mobility, economic and emotional impact, attitudes and perceptions, and education and training. The population of 132 dislocated newspaper workers was surveyed 6 and 18 months after departure from the paper, with a response from 64 persons at 6 months and 73 at 18 months (50 respondents were common to both surveys). Some of the findings were the following: (1) 71 percent were male, 81 percent white, more than 60 percent married, and 68 percent with some college; (2) more than 31 percent had 20 or more years of service to the company; (3) 42 percent found new employment but were earning less than 50 percent of their previous income; (4) nearly 50 percent were required to change their lifestyles; (5) most workers had felt secure in their jobs prior to the layoff; (6) 48 percent received the strongest support from spouses; and (7) the dislocation trauma extended over time. The study recommendations were as follows: examine alternatives to mass layoffs, inform all employees of the layoff procedures, provide counselors for workers and families, provide outplacement assistance, and avoid denigration of the laid-off workers prior to and following dislocation. Educators should do the following: teach materials related to the workplace; provide transferrable-skills instruction; emphasize job location skills; teach about balancing work and family; teach economic survival skills; and teach networking. (Contains 71 tables, 129 references, and 23 appendices containing survey correspondence, instrument, and verbatim responses.) (Author/KC)

ED 396 138   CE 071 866

Mayo, Marjorie, Ed.; Thompson, Jane, Ed.
Adult Learning, Critical Intelligence and Social Change.
PUB DATE- 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Community Education; *Critical Thinking; *Educational Development; Experiential Learning; Feminism; Foreign Countries; Labor Education; *Social Change; Unions; Vocational Education; Womens Education
IDENTIFIERS- Popular Education; *Radicalism; United Kingdom

This collection of 21 essays reviews the context of developments in adult education in the last 15 years. "Adult Education for Change in the Nineties and Beyond" (Marjorie Mayo) is a critical review of the context for these changes and of the theoretical debates that attempt to analyze and explain them. "Challenging the Postmodern Condition" (Paula Allman, John Wallis) offers a specific challenge to postmodernism in relation to adult learning. "Are We Not More Than Half the

Literacy; Beginning Reading; Comparative Analysis; Educational Research; *Language Acquisition; *Literacy Education; Literature Reviews; Phonology; Reading Comprehension; Reading Instruction; Reading Skills; Written Language

Analysis of research literature shows both important commonalities and differences between how children learn to read and how adults can be taught to read in literacy programs. Both the narrow and broad definitions of literacy are legitimate for specific purposes. The narrow definition identifies literacy acquisition with learning how the writing system works, whereas the broader definition refers to the functional contexts of basic literacy. Learning to read English requires mapping meaningless speech units to meaningless writing system units. Development of reading skills rests on phonological and orthographic components. Some phonological knowledge assists learning how to read, whereas practice at reading strengthens the orthographic-phonological representations of words that are critical in fluent reading. Comprehension is a critical part of reading from the very beginning, although it is largely a general language ability rather than a reading-specific one. Low-literate adults experience the same phonological and lexical failures as children who have difficulty learning to read. Several studies point to adult problems in lexical and phonological processing, and some suggest successful training in phonological awareness. For low-literate adults who show sufficient basic literacy skill, instruction should focus on reading practice. Beyond obvious differences in age and experience, low-literate adults and beginning readers differ in goals and motivations. (Contains 123 references.) (YLB)

ED 396 156   CE 071 899

Ginsburg, Lynda; Gal, Iddo
Instructional Strategies for Teaching Adult Numeracy Skills.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Classroom Techniques; Computation; Evaluation Methods; *Mathematics Instruction; Mathematics Skills; *Numeracy; *Problem Solving; Skill Development; *Student Evaluation; *Teaching Methods

This report identifies 13 instructional strategies for teaching adult numeracy skills that address issues of assessment, development of mathematical skills, and development of problem-solving skills. The rationale and suggestions regarding the following 13 instructional principles are described: address and evaluate attitudes and beliefs about learning and using math; determine what students already know about a topic before starting instruction; develop understanding by providing opportunities to explore ideas with representations and hands-on activities; encourage development and practice of estimation skills; emphasize mental math as a legitimate alternative computational strategy and encourage development of mental math skills; view computation as a tool for problem solving; encourage use of multiple solution strategies; develop students' calculator skills and foster familiarity with marketing elements; basic marketing math; sales transaction and store operation; critical elements of advertising; basic elements of display and sales promotional activities; selling techniques; interpersonal skills; career opportunities and appropriate job-seeking skills; communication skills, merchandising; technology; management and supervision; accounting; business law; and entrepreneurship. Within each category skills are grouped by the following levels: career sustaining; specialist; supervisory; and entrepreneurial. Appended are lists of 21 ME occupations and the education and business representatives involved in developing the core curriculum. (MN)

ED 396 174   CE 071 955

Oversight on the Montgomery GI Bill (Chapter 30). Hearing before the Subcommittee on Education, Training, Employment and Housing of the Committee on Veterans' Affairs. House of Representatives, One Hundred Fourth Congress, Second Session.
PUB DATE- 7 Mar 96
NOTE- 119p.; Serial No. 104-14.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Community Colleges; *Educational Finance; *Educational Legislation; *Educational Needs; Federal Legislation; Higher Education; Policy Formation; Public Policy; *Student Financial Aid; Two Year Colleges; *Veterans; *Veterans Education
IDENTIFIERS- Congress 104th; *G I Bill

This congressional report contains the testimony, prepared statements, and supplementary materials presented at a hearing convened to review the Montgomery GI Bill and entertain suggestions regarding how to increase the buying power of veterans education benefits. The following are among the agencies and organizations whose representatives provided testimony at the hearing: University of Maryland; American University; Veterans Benefits Administration of the Department of Veterans Affairs; Department of Defense; and Prince George's Community College. Among the topics discussed in the testimony and prepared statements are the following: recent increases in costs of education; the effectiveness of GI Bill benefits as a recruiting tool; possible ways of leveraging current GI Bill benefits; GI Bill provisions for military personnel participating in the Voluntary Separation Incentive and Special Separation Benefit programs; inservice educational program opportunities for military personnel in the process of separating from the military; efforts to advertise available GI Bill benefits; automation and data accuracy; and reserve use of nontraditional education. (MN)

ED 396 175   CE 071 956

Ways of Seeing the National Qualifications Framework.
PUB DATE- Sep 95
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Competence; Credits; Educational Legislation; Educational Planning; *Educational Policy; *Employment Qualifications; Evaluation Methods; Foreign Countries; Integrated Curriculum; Performance Factors; *Policy Formation;

The Effect of Personal and School-Wide Goals on Deep Processing Strategies of At-Risk, Not At-Risk and Special Education Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (4th, Washington, DC, March 19-22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Adolescent Development; *Educational Environment; *Elementary School Students; *High Risk Students; Intermediate Grades; Junior High School Students; Middle Schools; Self Concept; Self Efficacy; Self Esteem; Self Motivation; Special Education; *Student Adjustment; Student Attitudes; *Student Educational Objectives; Student Motivation; Student School Relationship
IDENTIFIERS- *Middle School Students

Middle school students (N=712) were surveyed about their achievement goals and cognitive processing strategies. Results suggest that academically at-risk students use deep strategies less and are less learning focused than not at-risk and special education students. Special education and at-risk students tended to be more ability-focused than not at-risk students. At-risk students perceived school culture to be less learning focused and more ability focused than not at-risk students. Multiple regression analyses suggest that being "learning-focused" is the best predictor of deep strategy usage for all three groups of students. Three tables and four figures present data and statistical analysis. Contains 19 references. (Author)

ED 396 193 CG 025 817

Anderman, Eric M.; And Others
Present and Possible Selves Across the Transition to Middle Grades School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (San Diego, CA, February 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; Adolescent Development; *Early Adolescents; Elementary Education; Elementary Schools; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; *Self Concept; *Self Efficacy; *Self Esteem; *Self Motivation; Student Adjustment; Student Attitudes; Student Motivation

Changes in students' (N=313) present and possible "good student" selves over the transition from elementary school to middle school are examined by this study. Findings indicate that both present and possible selves decline over the transition, and that the decline is greater for males than for females. Holding mastery goals is related to self-schemata at elementary and middle school. Self-efficacy is related to present and possible selves only during elementary school. Holding performance goals becomes related to one's future possible self during the sixth

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Consultation Programs; *Counselor Teacher Cooperation; *Education Majors; Higher Education; *Psychological Services; School Personnel; *School Psychologists; *Teacher Attitudes
IDENTIFIERS- *Preservice Teachers

The purpose of this study was to investigate the level of knowledge preservice educators (N=83) have (prior to field placement) of the diverse functions of school psychological service delivery. Various aspects of the referral process, and the perceptions preservice educators hold on the importance of several functions of service delivery were of particular interest. Relationships between level of knowledge of varying methods and perceived importance of those methods were made, as well as comparisons between regular education and special education majors. Results show significant differences between the perceptions which regular education and special education majors hold of the importance of distinct school psychological functions. Special education majors were found to place more importance on the various functions than regular education majors. Significant differences between the level of knowledge regular education and special education majors have acquired from their college education were also found. Results indicate that special education majors have acquired significantly more information about school psychological services than regular education majors. Five tables and three figures present data and statistical analysis. Three appendices present survey instruments used in this study. Contains 14 references. (Author/TS)

ED 396 214 CG 027 131

Gallagher, Shawn L.
Adolescents' Perceived Sense of Belonging.
PUB DATE- 96
NOTE- 104p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Development; Adolescents; Family Relationship; High Schools; High School Students; *Interpersonal Relationship; Loneliness; *Peer Acceptance; *Self Esteem; Social Attitudes; Social Desirability; *Social Development; Social Life; Student Development
IDENTIFIERS- *Belongingness

Adolescents' feelings of belongingness were investigated by this study, in which 349 high school students participated. Independent variables for family structure, quality of family life, gender, classification, and length of residency were investigated. The dependent variable was scores from the Psychological Sense of School Membership scale. Results appear to support the following generalizations: (1) seniors have greater feelings of belonging than freshmen; (2) students who had lived in the community all their lives, or two or more years, have greater feelings of belonging than those who lived in the community less than two years; (3) family structure and quality of family life should be interpreted concurrently; and (4) students have above-typical feelings of belonging. Seven appendices present facsimiles of letters to school officials, memos to seminar teachers, instructions and the demographic

Preschoolers; Programs for School Age Children; Programs for Young Adults; Special Needs; and Resources. Clip art, a master copy of a reading log, evaluation instruments, and zoo passes are attached. (RS)

ED 396 235 CS 012 385

McCarthy, Rae Lynn
The Importance of Storybook Reading to Emergent Literacy: A Review of the Research.
PUB DATE- 6 Dec 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; *Family Environment; Literature Reviews; *Parent Participation; Parent Teacher Cooperation; *Reading Aloud to Others; *Reading Research; *Story Reading; Teacher Role
IDENTIFIERS- *Family Literacy

Educators have known for years that children who come from homes where storybooks are read have an advantage over those children who are not read to. Research has shown that shared reading, reading aloud, making a variety of print materials available, and promoting positive attitudes toward literacy have a significant impact on children's literacy learning. During storybook reading, parents also enhance their children's learning by encouraging the development of several skills which they are usually unaware are so important to their child's development. Research has also shown that children who learn to read early are those who have been read to. If teachers look for and respond to the positives of family life, they can encourage families to continue with the important task of building their children's language. Teachers also need to learn more about how parents and children share literacy on a daily basis and explore how such events can serve school learning. Teachers often fail to realize the importance of story book reading. Stories should be a part of the everyday routine, especially in the primary grades. Finally, teachers should develop a home-school connection that encourages and communicates the importance of reading to children at home. (Contains six references.) (RS)

ED 396 236 CS 012 418

Connors-Tadros, Lori
Effects of Even Start on Family Literacy: Local and National Comparisons. Report No. 35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; Early Childhood Education; *Functional Literacy; *Instructional Effectiveness; *Literacy Education; Parent Child Relationship
IDENTIFIERS- Community Literacy; *Even Start; *Family Literacy; Maryland (Frederick County)

A study evaluated one local Even Start project, using the results of the final report of the "National Evaluation of the Even Start Family Literacy Program" for comparisons where possible. The clearest result of the national evaluation is that the deeply immersed and committed to a literature-based instructional teachers, learners, males, females, Engliah-as-a-Second-Language successful in developing students' control over the convention of print and independence in reading through explicit and direct instruction. (Author/RS)

ED 396 256 CS 012 497

Alvermann, Donna E.; And Others
Interrupting Gendered Discursive Practices in Classroom Talk about Texts: Easy To Think about, Difficult To Do. Reading Research Report No. 54.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; *Discussion (Teaching Technique); Higher Education; Junior High Schools; *Language Arts; Middle Schools; Sex Differences; Student Attitudes; *Teacher Attitudes; Teacher Behavior
IDENTIFIERS- Communication Behavior; *Conversation; Feminist Scholarship; *Gender Issues; Teaching Perspectives; Text Factors

A study explored ways that three university-based and two middle-school-based teachers might begin to alter or interrupt discursive practices that have in the past permitted inequities in classroom talk about text to go unexamined and unchanged. A feminist theoretical frame guided the study's focus on gender as a lens for examining power differentials that govern how people think, act, and speak in the social positions they occupy in life and in classrooms whether they be as teachers, learners, males, females, English-as-a-Second-Language students, or members of different religious or ethnic groups. Field notes on text-based discussions and interviews with students were collected in a graduate-level course on content literacy, a seventh-grade language arts class, and an eighth-grade language arts class. Transcripts of weekly research meetings and narrative vignettes summarizing a series of observations and interviews resulted in multiple layers of data. Findings focus on self-deprecating talk, discriminatory talk, exclusionary talk, and teachers' desiring neutrality. Interpretations of these findings address the difficulties each teacher encountered in trying to alter his or her classroom practices. In a concluding section, authors offer what they view as being the most significant after working together to understand gender dynamics and power relations that influence what occurs (or does not occur) during text-based classroom discussions. Contains 51 references. (Author/RS)

ED 396 257 CS 012 498

Ng, Mary M.; And Others
How Do Classroom Characteristics Influence Intrinsic Motivations for Literacy? Reading Research Report No. 56.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

or less from start to finish. The games presented in the book cover all the important areas of the primary school curriculum: reading, writing, spelling, mathematics, logical thinking, and even science, history, and geography. The book features fun for both parent and child, plus skills that will lead to success in school and enhance any youngster's self-esteem. Each game in the book is assigned a suggested grade level, which should help parents decide which ones to play. Appendixes contain a list of important words, a list of books for reading aloud (including fiction, fairy tales, poetry, and information books), a note to the teacher, and a resource list. (NKA)

ED 396 277 CS 012 525

Lewis, Warren
Whole Language and Adult Education: A Juxtaposition of Two Universes of Discourse.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Andragogy; Comparative Analysis; Elementary Secondary Education; Learning Processes; *Literacy; *Teacher Role; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Discourse Communities; Learning Environment; *Student Empowerment

Whole language, a theory of language instruction that was developed primarily in terms of helping children learn to read, has now been extended to middle- and secondary-school levels. Andragogy, the learning of adults, is a specific theory of adult education, conceived in contradistinction to pedagogy, the teaching of children. When these two universes of educational discourse are juxtaposed, however, the commonplaces of whole language and of andragogy as instructional theories are similar, if not identical. What began on one side as a theory about children learning to read, and on the other side as a theory about adults learning as adults, may be seen to coalesce in a statement about humans learning. In whole language students learn to read by reading whole pieces of enjoyable literature (authentic and meaningful texts) and maintaining the natural wholeness of language. The teacher in a whole language classroom is seen as a facilitator or demonstrator--an active participant in the learning community. Andragogical learning is also self-directed in the learner. The learner's own experiences are used as a rich resource for learning. In both environments, learning is focused within the context of the learner's world of reference, and the teacher is not the only source of truth. Learning becomes a collaborative transaction in which all work together, reading authentic/whole literature, producing individual real/authentic texts. (Contains 68 references.) (NKA)

ED 396 278 CS 012 526

Homeside Activities--Kindergarten.
PUB DATE- 95
NOTE- 106p.; For activities for grades 1-5, see CS 012 527-531.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

(141),Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Higher Education; Intermediate
Grades; *Literacy; Program Descriptions; Secondary Education;
*World Wide Web; *Writing for Publication; *Writing Improvement
IDENTIFIERS- Learning Communities; *Washington State University

Suggesting that the World Wide Web (WWW) is a tool that "ordinary" teachers and students can use to promote content learning and literacy development, this paper describes how the WWW can serve as a catalyst and tool for intermediate-grade teachers on up to share ideas and improve literacy. After briefly discussing recent articles in the professional literature for teachers that explore publishing on the Internet, the paper explains some of the benefits, in terms of literacy theories and practices, of helping students place their writing on WWW so that they can write for genuine purposes and to real audiences. The paper then describes procedures developed at Washington State University to help preservice teachers to place six of their co-authored or individual literacy-related writing assignments on the WWW. The paper then presents nine steps to adapt those procedures to other classrooms. Contains 3 figures and 19 references. Appendixes present directions (based on the computing hardware and software at Washington State University) for putting word-processed documents onto the WWW; linking web pages; overcoming software glitches; attaching mail tags; and putting photographs on a homepage. (RS)

ED 396 299   CS 215 328

Tighe, Mary Ann
Multicultural Literature and the Reader's Response: Developing the Confidence To Become Independent Learners and Lifelong Readers.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Childrens Literature; *Class Activities; Language Arts; *Literature Appreciation; *Multicultural Education; Preservice Teacher Education; *Reader Response; *Reader Text Relationship; Secondary Education
IDENTIFIERS- *Aesthetic Reading; Lifelong Readers; Response to Literature

A survey of Alabama language arts teachers convinced one professor of English teacher education that there are good reasons for incorporating multicultural literature into the classroom, and that it seems especially appropriate for a reader response approach. Since multicultural literature may be as new for the teacher as for the student, teachers and students can explore and respond together. "Enhancing Aesthetic Reading and Response" claims that the efferent approach (reading for information) is emphasized in school, and most teachers would agree. The book's authors feel that an aesthetic response is an equally valid classroom response, and that English teachers must value image and emotion as well as plot analysis and intellect. "M.C. Higgins the Great" (Virginia Hamilton) can be used effectively in class for reader response. On Day 1, after students read the novel, the instructor re-read

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; *Classroom Communication; *Cultural Context; Higher Education; *Multicultural Education; Personal Narratives; Secondary Education; *Student Development; Teaching Methods
IDENTIFIERS- Central America; Critical Pedagogy; Cross Cultural Teaching; Latin America; Marginality; *Menchu (Rigoberta); *Student Empowerment; Third World; Voice (Rhetoric)

The articles collected in this book use the testimonial narrative of Rigoberta Menchu, a Mayan-Quiche of Guatemala and winner of the 1992 Nobel Peace Prize, to engage students in vital and relevant cross-cultural learning in a variety of disciplines, locations, and levels. The book tells teachers' stories of using Menchu's testimonial in their classrooms, and invites reflection on the transformative possibility of integrating previously marginalized voices. The 28 articles in the collection include: "From Peasant to National Symbol" (Arturo Arias); "Why Dinesh D'Souza Has It in for Rigoberta Menchu" (Gene H. Bell-Villada); "Official Violence and Folk Violence: Approaching 'I, Rigoberta Menchu' from the Perspectives of Folklife and Peace Studies" (William Westerman); "Literature from the Land Between: A High School Unit on Central American Literature" (Judith E. Petersen); "The Testimony of Rigoberta Menchu in the Foreign Language Curriculum" (Sharon Ahern Fechter); "Having to Read a Book about Oppression: Encountering Rigoberta Menchu's Testimony in Boulder, Colorado" (Robin Jones); "Passion and Politics: Teaching Rigoberta Menchu's Text as a Feminist (Stacey Schlau); "Testimony in an Adolescent Day Treatment Center: Rigoberta Menchu and At-Risk Youth" (Angela Wilcox Moroukian); "Not Just Plain English: Teaching Critical Reading with "I, Rigoberta Menchu'" (Clyde Moneyhun); "A Window of Opportunity: An Ethics of Reading Third-World Autobiography" (Janet Varner Gunn); "Supplementing the Standard Curriculum: Twain's 'Connecticut Yankee' and Menchu's 'Indian Woman of Guatemala'" (Geraldine T. Rodriguez); "Bridging the Gap: Modes of Testimony and Teaching Central American Politics" (Daniel Goldrich); and "Rigoberta Menchu's Secret: Culture and Education" (John Willinsky). Appendixes contain teaching materials for "I, Rigoberta Menchu"; film/video resources; and Guatemalan resources/activism. (NKA)

ED 396 319   CS 215 369

Dunn, Danielle; Dunn, Jessica
Your Name in Print--A Teen's Guide to Getting Published: The Only Writer's Guide Written by Teens for Teens!
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adolescents; Audience Awareness; *Authors; *Professional Development; *Publications; Publishing Industry; *Writing for Publication
IDENTIFIERS- *Professional Writing

Written by two 15-year-old girls who have already seen their work published in various national magazines, this guide is the only resource for young writers written from the viewpoint of young writers. The guide covers everything from setting up a work space to getting organized to working with editors--it is a practical resource to help young people see their writing

Education; *Journal Writing; Secondary Education; Teacher Role; *Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- ERIC Digests; *Expressive Writing; *Writing Development

This digest discusses expressive writing and the expressive mode, which is seen as a recurring stage in a writer's process of writing. The digest suggests that by structuring expressive writing activities and correlating them with particular stages of the writing process, a teacher can draw the natural linguistic activity out of a student. The digest advocates using journal writing as a stimulus for various stages in the creative process and presents several class exercises and assignments in journal writing which can help develop the students' expressive writing abilities. The digest concludes by offering three general principles for teachers to keep in mind while they are guiding students through the recursive stages of the writing process with the use of expressive writing activities. Contains 10 references. (NKA)

ED 396 339 CS 509 220

Michel, Elizabeth C.
The Stipulations Chart: Incorporating Communication Theory into Message Construction in the Basic Course.
PUB DATE- Nov 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; Higher Education; *Instructional Effectiveness; *Introductory Courses; Persuasive Discourse; *Speech Communication; *Theory Practice Relationship
IDENTIFIERS- Message Based Performances; *Theoretical Orientation

The Stipulations Chart is a simple summary of some 90 tenets of communication theory, arranged in a way that allows students in basic communication courses to access those tenets which are relevant to a communication at hand. The 5-page chart organizes theoretical tenets in 2 columns; according to the communication "situation" and the corresponding theoretical recommendation. The chart covers: (1) audience predispositions toward speaker, topic, and situation; (2) topic complexity and salience; (3) situational stipulations such as room size, audience size, and room temperature; and (4) a variety of affective and objective speaker goals. An instructor has found that the Stipulations Chart is most effective when used after the students have become comfortable with basic message construction (usually after the second speech). Students refer to the chart after completing an outline for a speech but before designing the detailed message. They then check off (as many times as necessary) any and all items which describe their current communication situation. They also look to the right of those items checked, incorporating the theoretical suggestions as they construct the message. The chart and the process have been tested with students, beginning teachers, and college instructors. (Contains 114 references. The Stipulations Chart is attached.) (RS)

ED 396 340 CS 509 248

photography, cinema, video, and multi-image as subjects for analysis of the relationships between spatial depiction and viewer engagement, the "window" orientation focuses on content, while the frame imagery renders a flatter sense of visual space. The use of various scenarios of gap theory and the conceptualizations allowed through the "window/border/mirror" metaphors are a means to bring both groups of communication scholars closer together. (Contains 4 figures, 3 notes, and 35 references.) (RS)

ED 396 359   EA 024 272

Hafner, Anne; Buchanan, Aaron
Education Indicators as Information Tools: A Sourcebook for School and District Staff.
PUB DATE- Jun 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Decision Making; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; *Information Management; *Information Systems; Standards
IDENTIFIERS- *Educational Indicators

Information, a process model, and resources are presented in this guidebook to help staff and administrators design, initiate, and implement a local indicator system that will provide them with hard data to aid decision making. The introduction defines quality indicators and the indicator system and explains the system's local policymaking uses. Section 2 discusses the characteristics of some indicator systems and provides examples of current models. Definitions of content, student performance standards, and system delivery standards are also offered, and a general process that transforms indicator systems into statistics and information for decision making is described. The third section proposes a local decision-making process model that involves the following stages: developing policy questions; collecting data; and utilizing data. Criteria for choosing indicators, and future trends are also discussed. The following resources are in section 4: a glossary of examples of state/district report cards; examples of indicators for school systems; key dimensions of the 50 state performance accountability systems; examples of content and student performance standards; Exchange of Permanent Records Electronically for Students and Schools (EXPRESS); California Student Information System (CSIS)/data categories; resource organizations and contact information; criteria for evaluation of student assessment systems; CRESST: Assessments in Practice Data Base Protocol; and the national education goals. Five figures are included. (Contains 53 references.) (LMI)

ED 396 360   EA 026 257

Community Action Toolkit: A Do-It-Yourself Kit for Education Renewal.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 619p.; Audiotape and computer-disk version of the toolkit contents not available from EDRS.
LANGUAGE- English

Secondary Education; *Evaluation Criteria; Higher Education; Partnerships in Education; Performance; School Safety; State Programs; *State Standards
IDENTIFIERS- *Colorado

The Colorado Education Goals Panel, appointed by Governor Roy Romer in 1995 to meet the challenge of raising student achievement levels, is a 40-member planning group co-chaired by the Governor and Commissioner Bill Randall. The group includes parents, educators, business and civic leaders, policymakers, and administrators from higher education. This document contains the results of the planning framework for local communities developed by the panel. The framework is structured around eight state educational goals. Each goal area provides a rationale for its importance, examines current school-improvement efforts, recommends the next steps, and lists indicators of progress. The eight goals include: (1) Establish and maintain clear standards for what students must know and be able to do; (2) implement assessments to ensure that students are meeting high academic standards; (3) align curriculum and instruction to standards and assessments; (4) prepare and support educators to enable students to reach high standards; (5) begin education early to ensure that students are ready to learn when they enter school; (6) create safe, disciplined, and drug-free learning environments; (7) promote partnerships and establish links among the education (pre-K through 16), parent, and business communities to support children and schools; and (8) share responsibility and be accountable for results. A directory of resources and a map locating community Partnerships for Educating Colorado Students Local Improvement Grants are included. (LMI)

ED 396 380 EA 027 603

Long, David; And Others
LEAP: Three-Year Impacts of Ohio's Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.
SPONS. AGENCY- Ohio State Dept. of Human Services, Columbus.
PUB DATE- Apr 96
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; Dropout Programs; Dropouts; *Early Parenthood; Graduation; *High School Graduates; Incentives; Personal Autonomy; *Pregnant Students; Sanctions; Secondary Education; *State Programs; *Welfare Recipients; Welfare Services; Withdrawal (Education)
IDENTIFIERS- *Learning Earning and Parenting Program OH; Ohio

This report presents the fourth-year findings on the effectiveness of Ohio's Learning, Earning, and Parenting (LEAP) Program, a statewide welfare initiative that uses financial incentives and penalties to promote school attendance by pregnant and parenting teenagers on welfare. The report looks at LEAP's effects on school completion, employment, welfare receipt, and other outcomes for a subsample of teens in 7 of the 12 counties 3 years after they were determined to be eligible for LEAP. The results differ sharply for teens who were and were not enrolled in school when they qualified for LEAP. For initially enrolled teens, LEAP increased school completion (although primarily Graduate Equivalency Degree completion) by almost 20 percent and increased employment by over 40 percent. For dropouts, there was no increase in school completion or employment, despite a high degree of sanctioning.

and chapter 3 describes how to conduct a successful needs assessment. Tips for writing the beginning elements of the proposal are highlighted in the fourth chapter. Chapters 5 through 8 offer guidelines for accomplishing objectives, calculating a budget, preparing research proposals, and completing the proposal. Nineteen figures are included. Appendices contain a list of resources and a sample funded proposal. (Contains 15 references.) (LMI)

ED 396 401 EA 027 626

Hoover, Susan; Achilles, Charles M.
Let's Make a Deal: Collaborating on a Full-Service School with Your Community. Roadmaps to Success: The Practicing Administrator's Leadership Series.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Community Coordination; Cooperative Planning; Elementary Secondary Education; *Family Programs; Family School Relationship; Human Services; Integrated Services; *Partnerships in Education; Program Administration; Program Development; *School Community Relationship; Social Services

This handbook offers step-by-step guidelines for practitioners and community leaders who desire to upgrade the human services available to students and their families. Specifically, the book offers strategies for developing school and community collaboration to improve the benefits provided to students in a school district. The book describes the cooperative efforts of the Bryson Middle School and the Piedmont Center for Mental Health in Greenville County, South Carolina, which developed a school-based mental-health delivery model called Families and Neighborhood Schools (FANS). Chapter 1 makes the case for schools and communities working together for students. Chapter 2 provides data related to the FANS case study, and the third chapter highlights 10 steps for achieving a collaborative effort. A list of common denominators shared by exemplary school-community collaborative programs across the United States is presented in the fourth chapter. Chapter 5 discusses reasons why collaboration between schools and communities is necessary to improve the future for students. Two tables are included. (Contains an annotated bibliography of 9 sources and 45 references.) (LMI)

ED 396 402 EA 027 627

Keane, William G.
Win/Win or Else: Collective Bargaining in an Age of Public Discontent.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arbitration; Boards of Education; *Collective

Network on School Links and Exchanges (6th, Solothurn, Switzerland, October 5-7, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cultural Exchange; Cultural Interrelationships; *Cultural Pluralism; Elementary Secondary Education; Foreign Countries; International Communication; *International Cooperation; *International Education; International Organizations; Professional Associations

The sixth meeting of the Council of Europe Network on school links and exchanges, held in Solothurn, Switzerland, from October 5-7, 1995, was attended by delegates from some 30 member states, observers from international and nongovernmental organizations, teacher trainers for school exchanges, and representatives of Swiss institutions and schools. Established 5 years ago on the initiative of the Council of Europe, the network was designed to develop exchanges among schools in all European countries. The Council for Cultural Co-operation (CDCC) is responsible for the Council of Europe's work on education and culture. The CDCC's programs contribute to the organization's three overarching policy objectives for the 1990s: (1) to protect, reinforce, and promote human rights and fundamental freedoms and pluralist democracy; (2) to promote an awareness of European identity; and (3) to search for common responses to the challenges facing European society. This document describes the conference's aims and program and summarizes the addresses and speeches, working groups' reports, the conference general report, and the network's activities. Appendices contain working group recommendations, working documents, and a list of participants. (LMI)

ED 396 422 EA 027 656

Rothstein, Richard; Miles, Karen Hawley
Where's the Money Gone? Changes in the Level and Composition of Education Spending.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Cost Effectiveness; Educational Economics; *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Expenditures; Operating Expenses; Salaries; School Administration; School Statistics; Special Education

This document presents findings of a study that reexamined the apparent consensus that real school spending has roughly doubled in the last quarter century. The study examined expenditures for nine school districts in 1967 and 1991, and focused on three measures of spending--shares of total expenditures, shares of net new spending in 1991, and real growth. The study found that while spending rose substantially, the increase was both smaller and more complex than most assume. Real school spending increased by 61 percent from 1967 to 1991, 40 percent less than the real growth conventionally assumed. Only about one-fourth of this increase was directed at "regular education," the traditional school activities whose outcomes can be measured in test scores and graduation rates. The share of expenditures going to regular education dropped from 80 percent to 59 percent between 1967 and 1991, while the share going to special education climbed from 4 percent to 17

The Legacy of Disconnection between the Public Schools and Their
Constituents.
PUB DATE- 15 Feb 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; Community Support;
Educational Economics; *Educational History; *Educational
Philosophy; Elementary Secondary Education; Political Issues;
*Public Schools; Religious Factors; *School Community
Relationship; Social Action

A renewed call from national and state governments to strengthen connections between public schools and their communities invites people outside of the school system to play an active role in the decision-making process. Despite recent efforts to connect public schools and their communities, the two parties remain disconnected. This paper reflects on the historical literature on the development of public education from the 19th century to the present to understand the roots of this persistent disconnection. The first section establishes the initial connections between the public schools and their communities. These initial consensual connections, justified by public school crusaders, were fueled and supported by both public school representatives and their communities. The second section shows that the last two centuries witnessed the fracturing of the religious, political, and economic arguments for connection. It is suggested that diversity has been the source of disconnection and that the historical intensity and depth of disconnection must be addressed if future reform efforts are to build bridges. The paper concludes that historical forces surrounding diversity have institutionalized the disconnection between public schools and their communities. Any reform effort must not only address the institutional characteristics of schools, but also closely examine the historical forces that affect the formal and informal relationships between schools and society. Reform efforts can utilize diversity in a positive way to reduce the separation. (Contains 51 references.) (Author/LMI)

ED 396 442 EA 027 682

Brunner, C. Cryss
The Promising Intersection of Power and Ethics: The
Superintendency As Transformed by Euro-American Women.
PUB DATE- 10 Jan 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrator Role;
Elementary Secondary Education; *Ethics; Females; *Feminism;
Leadership; Leadership Qualities; *Leadership Styles;
*Superintendents; *Women Administrators

This paper asks: Which of the alternative views that women bring to the position of superintendent have the potential to change the nature of the position itself? The paper examines the classical "feminine" definition of power in light of its potential to support an ethical practice not often attributed to superintendents of schools, namely, an "ethic of care" (Beck 1994; Noddings 1984). Drawing on a literature review and an ethnographic study of 13 women superintendents, the paper

U.S. Department of Education, National Center for Educational Statistics. Findings indicate that in 1991, the student absentee rate increased with school level and was generally greater in public central city schools. An average of 8 percent of the students in public high schools were absent on a typical day; the average was 12 percent for central-city high schools. Second, 44 percent of central-city public high school teachers reported that student absenteeism was a serious problem in their schools. Third, public high schools with more than 40 percent of their students eligible for free or reduced lunches had a higher absentee rate (10 percent) than those with lower percentages of eligible students, which had absentee rates of 7 to 8 percent. Fourth, in central-city public high schools with more than 40 percent of the students eligible for free or reduced lunches, 55 percent of the teachers thought that absenteeism was a serious problem in their school, and 49 percent thought that tardiness was a serious problem. Thirty-six percent considered cutting class a serious problem. Two tables and three figures are included. (LMI)

ED 396 462 EA 027 758

Index to NCES Issue Briefs. Cumulative through June 1996.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Minority Groups; *National Norms; Outcomes of Education; Private Schools; Public Schools; School Statistics; Student Characteristics; Teaching (Occupation)
IDENTIFIERS- *National Center for Education Statistics

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. The center's activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data. This document is the first of a series of annual indices to NCES Issue Briefs. Issue Briefs are short-format publications that present information on education topics of current interest. The index includes all Issue Briefs currently available from the first edition in 1992 through June 1996. Subject areas include race/ethnicity; teachers, administrators, and teaching issues; schools and schooling; student characteristics, course taking, and aspirations; educational outcomes; and international assessments. (LMI)

ED 396 463 EC 304 714

Rawlings, Brenda W., Ed.; And Others
College & Career Programs for Deaf Students. 9th Edition.
PUB DATE- 95
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Admission; College Applicants; College Choice; *College Programs; Colleges; Community Colleges; *Deafness; Educational Counseling; Postsecondary Education; *Student Personnel Services; Universities

led to the analysis of documents from 25 states (including the District of Columbia) for correspondence with the outcomes specified for age 6 in the conceptual model developed by the National Center on Educational Outcomes for Students with Disabilities (NCEO). Of the 36 survey respondents, 25 states submitted documents addressing learner goals, objectives, or standards for the age 6 level. Overall, the study found a fairly high correspondence at the NCEO domain level, high to moderate correspondence at the outcome level, and moderate to weak correspondence at the indicator level, though this may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the levels of domains, outcomes, and indicators for the following states: Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Hawaii, Indiana, Kansas, Kentucky, Maryland, Michigan, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Washington, and West Virginia. Reports of the document analysis done for each of these states are provided. (DB)

ED 396 481 EC 304 861

Seppanen, Patricia; And Others
Matching State Goals to a Model of Outcomes and Indicators for Grade 4. Technical Report 15.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 251p.; For related documents, see EC 304 858-862.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Educational Assessment; *Educational Objectives; Grade 4; Intermediate Grades; Models; National Surveys; *State Standards
IDENTIFIERS- National Center on Educational Outcomes; Performance Indicators

A national survey of state-articulated student goals and outcomes led to the analysis of documents from 30 states for correspondence with the outcomes specified for grade 4 in the conceptual model developed by the National Center on Educational Outcomes for Students with Disabilities (NCEO). Overall, the study found moderately high correspondence between state goals and the NCEO model at the domain level, but weak correspondence at the outcome and indicator levels, though this may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the levels of domains, outcomes, and indicators for the following states: Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maryland, Michigan, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Virginia, Washington, and West Virginia. Reports of the document analysis done for each of these states are provided. (DB)

ED 396 482 EC 304 862

Seppanen, Patricia; And Others
Matching State Goals to a Model of Outcomes and Indicators for Grade 8. Technical Report 16.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,

Documentation and the Law: For Professionals Concerned with ADD/LD and Those They Serve.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; *Compliance (Legal); *Confidentiality; Court Litigation; Definitions; *Documentation; Elementary Secondary Education; Eligibility; Employment; Federal Legislation; *Learning Disabilities; *Legal Responsibility; State Legislation
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973

This book focuses on three major legal issues involving individuals who have an attention deficit disorder or a specific learning disability: (1) documentation requirements to obtain benefits of federal and state laws; (2) ways that professionals can meet these requirements; and (3) confidentiality of the documenting information. The first two chapters provide background information on attention deficit disorder and learning disabilities, covering the definition from the Diagnostic and Statistical Manual-IV, lifelong challenges posed by the disability, and possible accommodations in school and the workplace. The third chapter presents the legal framework and focuses on three federal statutes: the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act, and the Americans with Disabilities Act of 1990. It also evaluates the critical elements of cases under these laws. Chapter 4 addresses the documentation process and applies the process to educational and employment settings. It suggests "do's and don'ts" in documenting and points out times when documentation should not be provided. Chapter 5 addresses confidentiality under state and federal laws, as well as court decisions. Chapter 6 lists print and nonprint resources. Eleven appendices include memoranda, sample reports, and sample letters and forms from specific institutions. (Legal references are supplied where appropriate.) (DB)

ED 396 500 EC 304 882

Young, Barbara N.
Relationship between Self-Concept and Reading Achievement Level of Reading Disabled Children Having an Average Level of Intelligence.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Correlation; Intelligence; Intermediate Grades; Learning Disabilities; *Reading Achievement; *Reading Difficulties; *Self Concept; Self Esteem

This study investigated the correlation between self-concept and reading achievement level in 20 reading-disabled students (mean age 10.3 years, mean grade level 4.75), having average intelligence. Self-concept was assessed using the Piers-Harris Children's Self-Concept Scale and reading achievement level by the Tennessee Comprehensive Assessment Program. A low positive (but not statistically significant) correlation was found between the total self-concept scores and the total reading achievement scores. A literature review examined the

Elementary Secondary Education; English (Second Language); Family Characteristics; Family Environment; Intercultural Communication; *Language Maintenance; Limited English Speaking; Minority Groups; *Multilingualism; *Parent Background; *Parent Child Relationship; Second Language Learning; Spanish Speaking

This document consists of the first six issues of a newsletter that addresses the concerns and needs of foreign-born parents living in the United States. Spanish-language editions of numbers 4-6 are included. Topics addressed include school and community; bilingual education and home environment; demographics; global learning; leadership; and the impact of multiculturalism and intercultural relationships on children, family, and community. Book reviews of multicultural books are also included, and issues concerning foreign language learning are addressed. Each issue also includes language tips for parents as well as for young readers. (NAV)

ED 396 520 FL 023 842

Ghosn, Irma K.
"What Do You Mean in Your OWN Words?" The Problem of Paraphrasing.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Language Usage; *Reading Comprehension; Second Language Instruction; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Paraphrase; *Summarization

A technique for helping English-as-a-Second-Language students learn to write accurate paraphrases and summaries, free from personal interpretation, is described. Students first read, in pairs, a paragraph that has a main idea and requires some inferential thinking, especially about the tone and/or purpose. After a specific period of time, students put the passage away and answer two multiple-choice comprehension questions, one addressing the main idea and one inferential. Student pairs must decide on their answer choice and justify their response, requiring them to use their own language to talk about the paragraph. Basics of summarizing and paraphrasing are then reviewed briefly. The students, still in pairs, write a brief summary without consulting the original passage. The class then analyzes sample summaries, and compares students' interpretations, making the distinction between accurate summaries and personal interpretation. In an exercise in identifying bias, students are divided into two groups, with each given a different assignment on the same paragraph. Volunteers then share their paragraphs with class members for critiquing and identification of vocabulary and phrases showing bias. (MSE)

ED 396 521 FL 023 844

Jacobson, Anna W.; Jacobson, Steven A., Ed.
Yup'ik Phrase and Conversational Lessons.
PUB DATE- 96
NOTE- 62p.; Accompanying audiotapes are not included here.
LANGUAGE- English; Yupik

English "break" can be used to describe more specific senses of picking, popping, smashing, or shattering. Twenty-seven definitions for English "break" are listed versus 42 meanings in K'iche'. Thus, K'iche' has gaps in its lexical and conceptual structure with no equivalent lexical or phrasal expressions for English "break" and "cut." K'iche' examples illustrate that "cut" verbs do not universally fail to undergo the causative alternation. Such facts pose severe difficulties for the notion of a universal conceptual structure underlying language. It is concluded that K'iche' breaking verbs are difficult to define because their meaning is not captured by the same set of semantic features that underlies English breaking verbs. It is concluded that the assumption of semantic indeterminacy expands the scope of field investigations and is preferable to the assumption of semantic determinacy. (Contains 16 references.) (Author/NAV)

ED 396 543 FL 023 886

Reider, Michael
An NP-Movement Account of Tough Constructions.
PUB DATE- 96
NOTE- 24p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Deep Structure; *Linguistic Theory; Sentence Structure; *Structural Analysis (Linguistics); Structural Grammar; Syntax
IDENTIFIERS- Chomsky (Noam); *Government Binding Theory; Jones (Michael A)

This paper presents an alternative analysis of tough constructions for N. Chomsky's 1981 wh-movement analysis of tough constructions. To replace Chomsky's solution and to obviate the need for generalized transformations in Government-Binding (GB) theory, an alternative analysis is proposed in which the tough subject originates as an embedded object, is subsequently reanalyzed as the complement of a derived adjective, and undergoes NP-movement to subject position. It is shown that this analysis accounts for a wide range of data, including tough constructions exhibiting wh-island effects and tough constructions containing a parasitic gap. If the solution advocated here is correct, then it must be concluded that the reintroduction of generalized transformations is simply not motivated in the case of these constructions. The implications of this new analysis are in keeping with Chomsky's own efforts to develop a maximally constrained theory of grammar and overcome M. A. Jones's 1983 objections to Chomsky's analysis. The present solution is essentially a GB version of "standard" Tough Movement Analysis and is assumed to be a typical instance of NP-movement as applied to the derived complement of a reanalyzed structure. (Contains 18 references.) (Author/NAV)

ED 396 544 FL 023 887

Zoerner, Ed
English Verb-Particle Constructions: Two Types, Two Structures.
PUB DATE- 96
NOTE- 20p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Lindgren, Amy
Financial Survival between Jobs. Pocket Job Series No. 6.
PUB DATE- 95
NOTE- 70p.; For related documents, see CE 070 561-565.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Budgeting; *Career Change; Career Education; Health Insurance; Income; *Job Applicants; Job Search Methods; Learning Activities; Midlife Transitions; *Money Management; Risk Management; Underemployment; *Unemployment

This book is the sixth in a series of six pocket-sized books written for career changers and laid-off workers. Each book is written at a 7th- to 10th-grade reading level and contains examples, hands-on self-discovery exercises, and step-by-step advice for a successful job search. This book provides information on financial survival between jobs--budgeting, dealing with creditors, making money quickly, and keeping an upbeat attitude. Chapter 1 offers suggestions for dealing with job loss. Chapter 2 on risk explores assessing one's risk, calculating net worth and current ratio, and lifestyle versus peace of mind. Chapter 3 considers an unemployment timeline, troubleshooting, and making a budget. Chapter 4 describes a strategy for survival that includes reducing expenses, increasing income, and substitutes for medical insurance. Ten financial mistakes common to job seekers are listed. Chapter 5 discusses safeguards for the future--budgeting for the new job, setting lifetime financial goals, savings, and recognizing the danger signs of financial trouble. Chapter 6 offers suggestions for less expensive alternatives for vacations and travel, holidays and gift-giving, and entertaining. Other contents include a list of 7 national resource organizations for print resources and advice, a list of 10 helpful books for job seekers, and an index. (YLB) scrambling to find alternatives to college certification for learners with LDDs, and a clear trend of FE colleges turning to open college networks (OCNs) has been noted. The increasing popularity of OCNs, which offer quality assurance for units of achievement devised by practitioners, arises from their relevance and flexibility. A wide range of accreditation options are now available or will be soon. The challenge of picking and mixing available options is to maintain curriculum coherence and ensure that progression routes are available. The move from college accreditation to external accreditation has generally been viewed positively, although there are concerns that some awards may not meet learners' needs and may distort the curriculum. (Appended are a table summarizing current accreditation options and a list of 13 Further Education Development Agency publications.) (MN) following: (1) 174 persons served on the council, with private-sector representatives always outnumbering those from the public sector; (2) OCOVE conducted approximately 150 conferences throughout Ohio, averaging 5-6 per year; (3) OCOVE involved all of Ohio's 95 vocational education planning districts and the state's 23 two-year postsecondary institutions in its programs; (4) OCOVE issued 150 publications, many of which won awards; and (5) OCOVE made more than 180 recommendations to state authorities for the improvement of vocational and technical education in Ohio, and more than 80 percent of the recommendations were accepted and acted upon. (This report includes a summary of the conferences and presentations that occurred during 1995 and 1996, commendations and recommendations made during 1994-1996, and a marketing strategy for vocational education.) (KC)

Nation?" (Julia Swindells) argues that focus on the relationship between independent working men's movements and adult education has tended either to exclude or distort recognition of the importance of women's education. "Cultural Struggle or Identity Politics" (Tom Steele) argues that the seed of a cultural struggle in Britain after World War II found fertile ground among adult educators. "Radical Adult Education" (Hilda Kean) explores the tradition of working-class reading to examine the way in which socialists and feminists saw education as a mechanism for the development of the self. "Piecing together the Fragments" (Martin Yarnit) focuses on the education of adults as a vital part of the whole national apparatus of education and training. "Competence, Curriculum, and Democracy" (David Alexander, Ian Martin) reflects the authors' experience of the current process of professionalism within the field of adult and community education in Scotland. "Really Useful Knowledge" (Katherine Hughes) describes the history of the Ruskin Learning Project. "All Equal Now?" (Rebecca O'Rourke) reflects on some concerns about the changing context for radical adult education. "Feminism and Women's Education" (Jane Thompson) looks at the contribution of feminism to recognition of "really useful knowledge." "Making Experience Count" (Wilma Fraser) focuses on programs that emphasize reflection on experience. "The Dying of the Light?" (John McIlroy) offers a radical look at trade union education. "Learning in Working Life" (Keith Forrester) outlines difficulties in provision of educational programs by trade unions. "Popular Education and the State" (Keith Jackson) explores the contribution adult education might make "in the community." "Beyond Subversion" (Mae Shaw, Jim Crowther) argues that broad dissatisfaction with the current orthodoxy provides an opportunity for a radical agenda to be reasserted. "Training the Community" (John Grayson) focuses on the field of tenant training. "Seizing the Quality Initiative" (Cilla Ross) identifies ways in which radical adult education practice can be redefined and remade. "Amman Valley Enterprise" (Sonia Reynolds) describes adult education and community revival in the Welsh valleys. "Formal Systems" (Chris Duke) focuses on those who adhere to a radical vision while working within the formal organization. "Adult Learning in the Context of Global, Neo-Liberal Economic Policies" (John Payne) looks at experiences in the London Borough of Wandsworth and in Nicaragua. "Popular Education in Norther

computer technology; provide opportunities for group work; link numeracy and literacy instruction; situate problem-solving tasks within meaningful, realistic contexts; develop students' skills in interpreting numerical or graphical information in documents and text; and assess a broad range of skills, reasoning processes, and dispositions, using a range of methods. A final section discusses implications, namely that their implementation will necessitate a reevaluation and redefinition of teachers' roles within the classroom and will require both collegial and institutional support. (Contains 33 references.) (YLB)

Position Papers; Program Development; Standards; *Student Certification; Systems Approach; *Vocational Education
IDENTIFIERS- *National Qualifications Framework (South Africa)

This book, which is an informal initiative of a group of 31 concerned South African specialists and practitioners in education and training, is designed to provide readers with a broad overview of South Africa's National Qualifications Framework, suggested tools/mechanisms for working within the National Qualifications Framework, and understanding of the roles and structures associated with the South African Qualifications Authority. Part 1 is an introduction to the National Qualifications Framework that includes a glossary, discussion of the framework's beneficiaries, and criticisms of the framework. Proposed in part 2, which examines building the framework, are strategies for approaching integration, looking at performance, describing competence and capabilities in different fields of learning, and describing qualifications. Presented in part 3, which focuses on the framework in practice, are the following: five stages in getting started; practical examples of setting standards; and functions and structures associated with the National Qualifications Framework. The text of the South African Qualifications Authority Act of 1995 and a proposed classification system for education and training for the National Qualifications Framework in South Africa are appended. (MN)

grade. This result corroborates other research suggesting that middle school environments are more focused on grades, comparisons, and relative ability than elementary schools. Three tables and one figure present data and statistical analysis. One table presents sample items for the student efficacy and goal orientation scales that were used in this study. Contains 11 references. (Author/TS)

ED 396 194   CG 026 891

Guthman, Debra
An Analysis of Variables That Impact Treatment Outcomes of Chemically Dependent Deaf and Hard of Hearing Individuals.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; Alcoholism; At Risk Persons; *Deafness; Disabilities; Drug Abuse; *Drug Addiction; *Hearing Impairments; *Outcomes of Treatment; *Predictor Variables
IDENTIFIERS- Minnesota

The 43 million Americans with disabilities comprise the largest minority group in the United States. While their special abilities may vary considerably, these Americans share an increased risk for alcohol and other drug abuse. This study concentrates on the deaf community and the general lack of awareness of the problem of substance abuse within that population. Examined in this research were a variety of predictor variables, such as deafness characteristics, demographics, and treatment readiness indicators. Researchers tried to determine the influence of these variables on desired treatment outcomes among 100 Deaf and Hard of Hearing persons who had completed a chemical dependency treatment program. The tests incorporated for the study were using independent and dependent variables with special emphasis on follow-up information gathered on a 1, 3, 6, and 12 month basis. Twelve general recommendations for the treatment of deaf and hard of hearing individuals were developed. These included making vocational rehabilitation a strong component of inpatient treatment and of aftercare, developing a curriculum that focuses on the importance of employment and teaches some basic skills related to how to seek, access, and retain employment, and establishing training programs for vocational rehabilitation counselors and other workers who serve the deaf and hard of hearing community. Eleven bar graphs present data. Contains 35 references. (RJM) sheet giving to each student participant, the Psychological Sense of School Membership Inventory, and the Personal Attribute Inventory--Family. Contains 40 references. (TS)

ED 396 215   CG 027 132

McCormick, Cynthia
A Focus Group Approach to Undergraduate Psychology Program Assessment.
PUB DATE- Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Norfolk, VA, March, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; *Faculty Evaluation; *Focus Groups; Higher Education; Instructional Improvement; Program Evaluation; Program Improvement; *Psychology; *Student Evaluation of Teacher Performance; Undergraduate Study

The purpose of this project was to enhance a psychology degree program's assessment by the addition of a qualitative measure. Focus groups--simultaneous interviews of small groups of individuals--were conducted over a two year period. The 41 participants were all senior psychology majors enrolled at a mid-size public, liberal arts institution. Discussion indicated that students were satisfied with the overall program, particularly faculty support and the program's emphasis on science. Suggestions for strengthening the program included the addition of a computer laboratory located in the department and expansion of summer course offerings. As a partial result of the focus group's feedback, upper division courses were offered in the summer and filled, and a new computer laboratory will open next quarter in the department. (Author) amount or intensity of service is directly related to the strength of effects for both adults and children. Results for the Frederick County, Maryland's Even Start project show that 18 participants significantly improved their literacy skills, averaging a 6-point gain on the Comprehensive Adult Student Assessment System (CASAS) functional reading survey. Nine participants now are ready to take their General Education Degree (GED) exam or have received their GED. Program effects on children were not assessed due to a number of constraints, primarily the wide age range of children served and the inconsistent attendance of the children. However, children of parents in the Frederick County Even Start project are now much more likely to be exposed at home and in the community to literacy related activities, including visiting the library with their parent, checking out books, and spending more time in literacy-related parent-child activities. Findings suggest that the Frederick County Even Start project developed an effective collaborative network for both the provision of project services and as source of referral for other family needs. The project was able to reduce most of the common barriers cited by parents of preschool children to their participation in adult education. (Contains 46 references, 6 tables, and 2 figures of data.) (Author/RS)

DESCRIPTORS- *Classroom Environment; *Context Effect; Elementary Education; Grade 3; Grade 5; *Literacy; *Reading Motivation; Reading Research; *Student Attitudes; *Student Motivation
IDENTIFIERS- *Autonomous Learning; Literacy as a Social Process

A study examined students' motivations for participating in literacy tasks, especially which motivations prevailed and how these motivations varied in different contexts. Previous literature indicated that contexts in which students perceived that they had autonomy, opportunity for social interaction, and coherence (connections to other learning activities) would be likely to arouse intrinsic motivations, such as involvement and curiosity. Students in grade 3 and grade 5 classrooms were videotaped. In their usual team groups, small teams participated in normal classroom literacy lessons and also in investigator-designed activities. Immediately after the videotaping, students were interviewed to determine their motivations and their perceptions of the characteristics of the context. Grade 3 students reported more intrinsic motivations when they perceived the context to be socially supportive; however, grade 5 students' report of intrinsic motivations was not linked to their perceptions of the social characteristics of the context. Grade 5 students reported higher motivations when the content was perceived as autonomy supportive; and grade 3 students did not express higher motivation based on the perceived autonomy support. Findings underscore the importance of student perceptions of context. (Contains 34 references, and 7 tables and 1 figure of data.) (Author/RS)

DESCRIPTORS- *Class Activities; *Kindergarten; Language Arts; *Learning Activities; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Story Telling; *Thinking Skills
IDENTIFIERS- Communication Context; *Learning Environment

Providing a low-key, nonthreatening way for teachers and parents to build partnerships for kids, this book presents short, concrete activities in English and Spanish to foster communication between teachers and parents and between parents and children. While the activities in the book are designed for kindergartners, none of the activities have grade-specific references; they can also be used in mixed-grade and ungraded classrooms. The activities in the book make it easy for parents to contribute a "homeside" to their children's schoolside learning. The activities in the book are introduced once or twice a month in class, completed at home, and then incorporated into a follow-up classroom activity or discussion. Typically these 15- to 20-minute activities in the book are reciprocal parent-child interviews or opportunities to share experiences and opinions. The book begins with a description of "homeside activities" and their benefits, guidelines for teachers, and a letter to parents. The 18 teacher pages and activities in the book are on topics such as starting school, new skills, show and tell, storytelling, class song book, advice for next year's class, and likes and dislikes. (RS)

selected passages aloud and asked students to record their responses; on Day 2 students met in small groups, shared their writing, and selected two common images to use as a book cover; on Day 3 students sketched their covers on the board and discussed why they chose these particular images and what they signified. Each group discussed their cover and identified connections between their images and what they perceived as messages in the text. This exercise shows students that they can begin to analyze and interpret a literary work independent of the teacher or commentaries by a literary critic. (Contains 10 references, drawings of the cover, and explanations of the images.) (NKA)

ED 396 300   CS 215 333

Flickstein, Dan
Teaching Macbeth (and More): Better Planning, Better Learning.
PUB DATE- 96
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Drama; *English Instruction; Lesson Plans; Literature Appreciation; Novels; Secondary Education
IDENTIFIERS- Macbeth; Nectar in a Sieve; Scarlet Letter

Intended for both novice and experienced teachers, this book helps English teachers incorporate literature into their curriculum. The book presents three sets of lesson plans that can be used right away or be kept as guides for designing lesson plans in the future. The book shows how literature can help students achieve these goals: stimulate clear, logical thinking; promote understanding and appreciation; clarify life values; improve vocabulary; develop writing, speaking, and listening skills; and improve communication with peers. Chapters in the book are (1) "Planning Lessons on Literature"; (2) "Keeping the Students Clearly in Mind"; (3) "Studying Literature: Why Bother?"; (4) "Learning Lessons about Lessons"; (5) "Studying Vocabulary in Context"; and (6) "Preparing the Lessons." The book concludes with the three detailed and extensive lesson plans on K. Markandaya's "Nectar in a Sieve," N. Hawthorne's "The Scarlet Letter," and Shakespeare's "Macbeth." Contains 40 references. (RS) published. Less a grammar guide and more a how-to in the business of writing for and getting published in today's media markets, the guide teaches young writers the ins and outs of the publishing business. Appendixes contain a glossary of publishing terms; a directory of publications (both magazines and books) and contests; a list of other reference materials; and a helpful postage chart. (NKA)

ED 396 320   CS 215 371

Perry, Phyllis J.
The World's Regions and Weather: Linking Fiction to Nonfiction.
PUB DATE- 96
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Global Approach; *Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Language Arts; *Literature Appreciation; Mathematics Instruction; Middle Schools; *Science Instruction; Social Studies; *Weather
IDENTIFIERS- *Trade Books

This book helps middle school teachers and curriculum planners organize integrated units of study on the world and weather, for grades 5-9. Intended to generate interest in science, build scientific knowledge, and help students make the transition from fiction to expository text, the book offers a variety of projects that connect popular fiction to fascinating nonfiction on the subject of climate and weather around the world. It also presents book summaries and activities across the content field which help teachers integrate language arts with science, social studies, and mathematics. The book's five sections cover: (1) snow, hail, and ice; (2) drought, dust, and dunes; (3) clouds, rain, and floods; (4) winds--hurricanes, tornadoes, and typhoons; and (5) a final section on additional resources and linkages. Each of the first four sections begins with a web of ideas for discussions and activities. Then a number of books are described--literature and nonfiction connections--about the topic of study. The book contains activities for individuals, small groups, and large groups which span the curriculum and involve skills in research, oral and written language, science, mathematics, geography, and the arts. (SR)

Wilson, Charmaine E.; Hochel, Sandra

A Multi-Purpose Senior Exit Interview To Assess Program Effectivenss.

PUB DATE- 20 Nov 95

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Seniors; *Evaluation Methods; Higher Education; *Interviews; Program Descriptions; *Program Effectiveness; *Speech Communication; Student Attitudes; *Student Evaluation

IDENTIFIERS- *Communication Competencies; *Exit Interviews; University of South Carolina Aiken

The speech communication unit of the Department of Communications at the University of South Carolina at Aiken uses an exit interview to obtain students' evaluations of their educational experiences, to assess students' understanding of core concepts, and to evaluate the quality of students' communication skills. The three-member speech communication faculty provide instruction for those students who have a speech communication concentration in the Bachelor of Interdisciplinary Studies Program. Students are interviewed by any of the speech communication faculty or the Director of Assessment using an interview schedule. Interviewers assess the communication skills of the interviewees in six predetermined competencies. Faculty analyze the results after any references which would identify the student are omitted. The information obtained has been very detailed and usable and has helped the faculty to make specific improvements in course objectives, course offerings and rotations, and in the assessment instrument itself. The senior exit interview is attached. (RS)

EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Action; Community Support; Elementary Secondary Education; *Information Dissemination; *Mass Media Use; Media Selection; Organizational Communication; Public Affairs Education; Publicity; *Public Opinion; *Public Relations; Public Support

This resource book provides hands-on guidelines for accelerating community efforts to achieve the National Education Goals. It contains: (1) a guide to goals and standards, including an overview of the National Education Goals and the movement for standards-based reform; (2) a community organizing guide, which describes a step-by-step process for mobilizing the community around goals and standards-based reform; (3) a local goals reporting handbook, which details how to establish a local reporting process similar to the one used by the National Education Goals Panel; (4) a guide to message dissemination, which features sample materials to increase the effectiveness of media and grassroots communication; (5) a resource directory, which lists addresses of key education organizations and suggested readings; and (6) case studies of communities that have met with success. The chapters present strategies for changing public behavior, crafting messages, organizing grassroots communication, working with the media, and building media-relations tools. Fact sheets and samples of news releases, letters, and speeches are included. (LMI)

Overall, fewer teens remained on welfare, although the receipt rates were still very high. In Cleveland, but not in the other large cities, LEAP substantially increased high school graduation rates, suggesting the importance of both providing special services to keep teens in school and setting restrictions on leaving high school to enter a GED program. Most of the data are from a survey of 913 teens (446 in the program group and 467 in the control group) and from school-outcome records for 4,325 program participants. A total of 26 tables and 8 figures are included. Appendices contain supplemental tables and figures. A list of selected publications by Manpower Demonstration Research Corporation is included. (Contains 28 references.) (LMI)

ED 396 381 EA 027 604

Munoz de Bustillo, Carmen
Improving Classroom Climate.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Classroom Communication; *Classroom Environment; Classroom Research; *Educational Environment; Elementary Education; Foreign Countries; Instructional Effectiveness; Self Evaluation (Individuals); Student Attitudes; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- *Spain

In recent years, research on classroom climate has focused on developing instruments to measure the relationships between student perceptions of classroom climate and learning outcomes. However, very little has been done to help teachers improve their classroom climates. This paper presents findings of a study that attempted to improve classroom climate by means of a written program aimed at elementary school teachers. The effects were measured directly using teacher self-reports and indirectly using student reports. An experimental and a control group were created, containing a total of 44 teachers and 1,221 elementary school students. The intervention involved a pre- and post-test of climate perception using the ATMOSAUL questionnaire containing 7 scales: material environment, rule clarity, efficiency, behavioral personalization, intellectual personalization, affectivity, and familiarity. Data show that the teachers in the experimental group changed their perceptions and evolved toward a more critical, detailed assessment of classroom climate in their classes. Their students perceived a statistically significant improvement compared to students in the control group. During the following school year, the experimental group of teachers observed positive effects, attributing the improvement to changes in their performance brought about by participation in the program. Ten figures and 2 tables are included. (Contains 42 references.) (Author/LMI)

Bargaining; Conflict Resolution; Cooperation; *Educational
Administration; Elementary Secondary Education; *Labor Demands;
Labor Problems; *Labor Relations; Negotiation Agreements;
Negotiation Impasses; Teacher Welfare; Unions

This book was designed to help school administrators, board members, and teachers improve effectiveness and cooperation at the bargaining table. It charts the history of collective bargaining and discusses changes now taking place in education that will likely affect negotiations. Following the overview of collective-bargaining history in chapter 1, the second chapter offers suggestions for preparing for negotiations. Chapter 3 discusses the important step of identifying the cooperative aspects of the bargaining process and offers guidelines for managing meetings, working together, and reaching a contract. Strategies for managing conflict are highlighted in the fourth chapter. Chapter 5 highlights the characteristics of collective bargaining in the future: (1) Policy issues will be brought to the bargaining table; (2) the distinction between managers and workers will be reconsidered; (3) formal bargaining will deal with limited issues; and (4) master contracts and board policies will be subject to change when needed. The book argues that cooperative bargaining works only when the parties are convinced separately that their best interests are served by helping the other party reach its own goals. (Contains chapter summaries, a glossary, an annotated bibliography of 13 sources, and 21 references.) (LMI) percent. Of the new net money spent on education in 1991, only 26 percent went to improve regular education, while about 38 percent went to special education for severely handicapped and learning-disabled children. Per-pupil spending on teacher compensation also grew as a result of more intensive staffing--in particular, the hiring of more resource- and subject-specialist teachers. The findings suggest that reforms are not likely to be well designed if reformers, failing to examine the varied rates of spending growth in education's many programs, assume an unproven collapse in school productivity. One figure and 33 tables are included. (Contains 39 endnotes and 37 references.) (LMI)

ED 396 423   EA 027 657

Isaacs, Madelyn L.; And Others
Full Participation: A Useful Paradigm for School Self-Renewal.
PUB DATE- 28 Dec 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Diversity (Institutional); *Educational Change; Educational Objectives; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Humanistic Education; Inclusive Schools; Individualized Instruction; Role Conflict

As education engages in reform at all levels, an underlying theme of inclusive participation in reform has emerged. School renewal needs to be based on recognition of some unifying principles or a paradigm that will coherently direct renewal. The new paradigm is conceptualized in terms of a change from the homogeneous, melting-pot philosophy to one of diversity, collaboration, and inclusion. The new paradigm promotes the concept that the educational experiences among all children may differ. It values those differences. The shift to the new paradigm is seen in increased parental and community participation in education, increased efforts at inclusion for all students, and a drive toward participatory leadership in administration. The full-participation paradigm is complemented by a systems view that examines the effects of interacting roles on the system. Barriers to successful school self-renewal include lack of support for inservice time, the movement to nationalize curriculum, larger class sizes, and centralized micromanagement. Teacher education programs can define teacher roles around the individualization of education and explain how it affects teacher accountability and success. (Contains 16 references.) (LMI) concludes that, although not obvious, traditional gender roles in the United States have predisposed women superintendents toward a use of power that relies on caring relationships between and among people. Specifically, the study confirmed that a social-production model of power--the "power with" model--is used by a number of women because they are uncomfortable with a social-control or "power over" model. The feminine use of power can transform the leadership practices of individuals of either gender who accept the challenge of the superintendency. The sample was developed by asking a national panel of experts to identify women superintendents known for their collaborative styles and good working relations. Interviews were conducted with 13 superintendents and with their colleagues. A total of 69 interviews were conducted. (Contains 118 references.) (Author/LMI)

This directory of 136 postsecondary programs serving deaf and hard of hearing students in North America is based on a 1994 survey. Introductory material provides guidance for the student, including answers to frequently asked questions and suggestions for counselors such as guidelines to help students choose the most appropriate program. Program descriptions are then presented, generally including information on program emphasis, the program director, contact information, enrollment, deaf students' residence status, cost, campus setting, type of institution, accreditations, special services, date of program establishment, degrees awarded, admission requirements, preparatory activities, classroom communication access, tutoring services, availability of assistive devices, and other student personnel services. Program listings are organized by region, including national programs followed by programs in the Northeast, Midwest, South, and West United States, and Canada. Contains a reference chart showing the availability of special services at the listed institutions and an index of institutions by career areas. (DB)

DC.
PUB DATE- Oct 95
NOTE- 291p.; For related documents, see EC 304 858-861.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Educational Assessment; *Educational Objectives; Grade 8; Junior High Schools; Models; National Surveys; *State Standards
IDENTIFIERS- National Center on Educational Outcomes; Performance Indicators

A national survey of state-articulated student goals and outcomes led to the analysis of documents from 30 states for correspondence with the outcomes specified for grade 8 in the conceptual model developed by the National Center on Educational Outcomes for Students with Disabilities (NCEO). All of the 30 states' goal documents included statements that corresponded to the NCEO outcome domain of Academic and Functional Literacy. Fifty to 75 percent of the states specified goals that corresponded to Presence and Participation, Responsibility and Independence, Contribution and Citizenship, and Personal and Social Adjustment. Few states identified goals matched to Accommodation and Adaptation or to Satisfaction. Correspondence at the outcome and indicator levels also varied, though weak correspondence may have been more due to the degree of specificity used by states than a lack of conceptual congruence with the NCEO model. Charts and graphs compare the congruence at the levels of domains, outcomes, and indicators for the following states: Arkansas, California, Colorado, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maryland, Michigan, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Virginia, Washington, and West Virginia. Reports of the document analysis done for each of these states are provided. (DB)

development of self-concept in the child and existing research on the relationship between academic achievement and self-concept for children with learning disabilities. Further studies with a larger sample size and more randomization are recommended. (Contains 58 references.) (DB)

ED 396 501 EC 304 883

An Inclusion Talkback: Critics' Concerns and Advocates' Responses.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Advocacy; *Criticism; *Disabilities; *Educational Philosophy; *Educational Trends; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Opinions; Regular and Special Education Relationship; Social Integration; Student Placement

This discussion of inclusive education programs for students with disabilities is organized around a series of comments by critics of the trend and responses to these comments by inclusion advocates. Responses are provided to the following criticisms of inclusion: (1) inclusion is a "one size fits all" approach; (2) inclusion does not have positive outcomes for nondisabled students; (3) special education children need specialized services that can only be provided out of the regular classroom; (4) the minority students disproportionately placed in special education are there voluntarily so such placement is not a civil rights matter; (5) teachers are unprepared to teach in an inclusive education classroom; (6) teachers should not be required to have children with disabilities in their classroom; (7) extra financial support is likely to erode after an inclusive program has been initiated; (8) special education students cannot be helped by a "broken" regular system; (9) the law's requirements concerning "least restrictive environment" do not apply to academic learning; (10) only ideologically driven professionals and a few parents advocate inclusion; (11) school districts are implementing inclusion to save money; and (12) the "full inclusion" movement is likely to have a profound and destructive effect on public education. (Contains 19 references.) (DB)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; *Alphabets; Conversational Language Courses; Daily Living Skills; *Eskimo Aleut Languages; Interpersonal Communication; Oral Language; *Phonology; Uncommonly Taught Languages; *Yupik

This guide to conversational language in Yup'ik Eskimo is designed to accompany audiotape recordings (not included here). It contains the phrases and sentences used in 30 lessons. A brief introduction comments on the format of the text. Lessons are on these topics: Yup'ik phonology and common brief expressions; exclamations; greetings and leave-taking; common commands or requests; common questions and sample answers; personal conditions; introductions; asking and telling names and general dialogue; birthplace, birthday, age, and address; common nouns; general dialogue; directions; weather; counting; place names; seasons; time; days of the week; foods; household items; fish, animals, and birds; eating; at the store; making airplane reservations; having a steam bath; at the doctor's office; a short stay in a village; and holidays. Some lessons provide sentences for dialogue, while others provide phrases only. A brief bibliography of useful related works is appended. (MSE)

ED 396 522 FL 023 846

Jacobson, Steven A.; Jacobson, Anna W.
Yup'ik Eskimo Word Chooser.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English; Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Eskimo Aleut Languages; Language Patterns; *Language Usage; Regional Dialects; *Semantics; Uncommonly Taught Languages; *Vocabulary; Word Lists; *Yupik
IDENTIFIERS- Synonyms

This word list is designed for students of Yup'ik Eskimo to assist them in choosing the appropriate word when there are several Yup'ik words that correspond to a single English word. This alphabetical list contains 77 English words that might cause confusion, and includes simple examples of usage to clarify the meanings of the various corresponding Yup'ik words. It is cautioned that for details of issues such as transitivity, a dictionary should be consulted. The Yup'ik words presented here are mostly of the Lower Kuskokwim dialect. (MSE)

DESCRIPTORS- *English; *Idioms; *Sentence Structure; Structural Grammar; *Verbs
IDENTIFIERS- Anaphora

This paper proposes that resultative verb-particle constructions (VPCs) have an underlyingly different structure from idiomatic VPCs; both structures differ from the Small Clause analysis of R. Kayne (1985) et al and the verb-particle complex analysis of K. Johnson (1991). Empirical support for the new proposal comes from anaphor deletion facts and coordination facts. The analysis also accounts for previously noted data involving VPCs. It is concluded that there is a structural distinction between resultative VPCs and idiomatic ones; the empirical facts of anaphor-deletion and coordinated particles motivate this distinction. Two underlying structures result from this analysis that make the correct semantic and syntactic distinction between the two, English VPC types that enjoy empirical advantages over both the Small Clause analysis and the V-Prt-NP analysis. (Contains 14 references.) (Author/NAV)

ED 396 545 FL 023 888

Scancarelli, Janine
Cherokee Stories of the Supernatural.
PUB DATE- 96
NOTE- 17p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Languages; American Indians; *Cherokee; Cultural Traits; Discourse Analysis; Folk Culture; Legends; *Oral Tradition; *Personal Narratives; Speech Communication; *Story Telling; Uncommonly Taught Languages

Stories of personal experience of supernatural events are a highly-valued form of verbal art for Cherokee speakers. Both the people who tell them and those who listen regard such stories as entertaining and instructional. These stories even reflect some of the tensions that exist between traditional Cherokee culture and modern American social life, and they provide linguists with valuable examples of "good" Cherokee language as it is used by speakers. Cherokee stories of the supernatural are distinguished from other Cherokee stories by their subject matter, style, and the circumstances surrounding their telling; good stories are told with a minimum of verbal response from the audience. Speakers dislike being interrupted, so they very skillfully exploit the resources of the language to avoid ambiguity and keep audience interest. Good stories of the supernatural provide examples of carefully-structured, rhetorically-sophisticated, and highly-regarded Cherokee speech, often with meanings related to contemporary life, morals, and values. Literary art in Cherokee is still being created today and reflects the modern life of the Cherokee using this more traditional means of cultural communication. (Contains 22 references.) (Author/NAV)

ED 396 546 FL 023 889

Yamamoto, Akira Y., Comp.
Endangered Languages Data Summary.
PUB DATE- 96
NOTE- 140p.; For complete volume, see FL 023 880.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cross Cultural Studies; Cultural Maintenance; Databases; Educational Policy; International Studies; *Language Maintenance; Surveys
IDENTIFIERS- *Endangered Languages; Extinct Languages; Linguistic Society of America

This preliminary report presents the results of a 1995 Linguistic Society of America survey on endangered languages. The Endangered Languages Survey was prepared in consultation with other linguistic organizations such as the German Linguistic Group, Endangered Languages Clearing House, and the Society for the Study of the Indigenous Languages of the Americas (SSILA). Forty-eight language researchers responded regarding 80 languages and dialects. This report was issued to highlight the need for additional input to the database as well as to suggest the possible existence of an indigenous language-community bias in the reported information. Completed survey forms are appended. Each form indicates the researcher completing the form and details on the languages currently being studied, such as demographics, geographic location, and publications in/on the language. (NAV)

ED 396 547 FL 023 905

Bouton, Lawrence F., Ed.; Kachru, Yamuna, Ed.
Pragmatics and Language Learning, Volume 4.
PUB DATE- 93
NOTE- 240p.; For individual papers, see FL 023 906-917. For volume 3, see ED 395 517.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Communication; Comparative Analysis; Contrastive Linguistics; *Cultural Context; Dialogs (Language); Discourse Analysis; Elementary Secondary Education; Finnish; Form Classes (Languages); Grade 4; Grade 9; Group Dynamics; Interlanguage; Interpersonal Communication; *Language Patterns; Language Research; Language Tests; Language Usage; Linguistic Theory; Native Speakers; North American English; Persian; Persuasive Discourse; *Pragmatics; Questionnaires; Salesmanship; Second Language Learning; *Second Languages; Sociocultural Patterns; Sociolinguistics; Speech Acts; Swahili; *Transfer of Training; Vocabulary; Writing (Composition)
IDENTIFIERS- Discourse Markers

The selection of papers from the 6th Annual International Conference on Pragmatics and Language Learning (Urbana, Illinois, April 1992) include: "Discourse Markers Across Language" (Bruce Fraser); "Conjunction and Causality: Pragmatics and the Lexicon" (Yael Ziv); "Situated Discourse: The Sociocultural Context of Conversation in a Second Language" (David P. Shea); "Transferability of L1 Indirect Strategies to L2 Contexts" (Satomi Takahashi); "A Cross-Cultural Comparison of the Requestive Speech Act Realization Patterns in Persian

ED 396 566 FL 023 928

Wasson, Christina
Silences Which Elicit Reversals in Business Meetings.
PUB DATE- 5 Jan 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (70th, San Diego, CA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication (Thought Transfer); *Conflict Resolution; *Decision Making; Discourse Analysis; Ethnography; *Group Dynamics; Industry; Interpersonal Communication; *Language Patterns; *Meetings; Persuasive Discourse; Semantics; Suprasegmentals; Technology
IDENTIFIERS- *Silence

An ethnographic and linguistic study conducted at a high-technology corporation examined decision-making in managerial meetings, focusing on the effects of silences following a proposal on the maker of the proposal. An opinion is that such silences signify a negative evaluation of the proposal, inviting the proposal maker to alter his position. Observation of meetings took place over 16 months. First, the form and dynamics of decision-making in this context are described, noting that when a negative evaluation of a proposal is given, the group's activity becomes more complex, generally eliciting a "reversal" from one or more participant. A key theme examined here is avoidance of direct disagreement, which the researcher proposes is signified by silence. Silences appeared to carry three meanings in the meetings examined: thought in progress; confusion; and disagreement. Analysis of the activities after silences found that the most common move was a reversal. Other actions included another version of the proposal (made by the original proposal maker), a negative assessment (made by someone else), or metapragmatic comments, when an impasse is evident. Examples from transcripts are offered. Several themes are identified: participants' orientation toward mutual alignment; face and affiliation; and caution. Contains 15 references. (MSE)

ED 396 567 FL 023 929

Blue, George, Ed.
CLE Working Papers 3.
PUB DATE- 94
NOTE- 143p.; For individual articles, see FL 023 930-939.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Elementary Secondary Education; English (Second Language); *Error Analysis (Language); Foreign Countries; German; Higher Education; Learning Strategies; *Literacy; Minority Groups; *Multicultural Education; *Political Attitudes; Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals); Syntax; Uncommonly Taught Languages; Urdu
IDENTIFIERS- Eurodisney; France; Spain

This third volume by the Centre for Language in Education (CLE) is intended to bring together a number of concerns currently under review at the Centre. Articles in this issue include: "Managing Open Learning" (Vicky Wright); "Self-Assessment of

ED 396 586 FL 023 967

Stevick, Earl W.
Memory, Meaning, & Method: A View of Language Teaching. Second Edition.
PUB DATE- 96
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Interpersonal Communication; Language Research; *Linguistic Theory; Long Term Memory; *Memory; Neurolinguistics; Psycholinguistics; Research Methodology; Second Language Instruction; *Second Languages; *Semantics; Short Term Memory; Teaching Methods

The revised second edition of a 1976 book explores the literature of research on memory, creation of meaning in language learning, and second language teaching methodology, incorporating results of recent work in those areas. Each of the 12 chapters begins with a series of questions to be addressed and ends with further questions. Chapter topics include: the nature, content, and general attributes of memory; kinds of memory, tasks performed, and the relation to language learning; basic long- and short-term memory processes and their interaction, and models explaining them; long-term memory networks, changes over time, and individual differences; factors under the teacher's control that can affect the shaping of long-term memory, and influences within the student's mental activity; the nature of communication, particularly outside the classroom; the relationship between personal meaning and pronunciation or ease of speaking; acquisition of personal meanings in academic language study; personal meanings for the teacher within the context of the classroom; language teaching method viewed from three perspectives (psychodynamic, communicative, and a format called "bridges"); application of these concepts to six teaching methods (grammar-translation, reading method, audiolingualism, Silent Way, community language learning, natural approach); and deciding among competing methods. (MSE)

ED 396 587 FL 023 968

Reid, Joy M., Ed.
Learning Styles in the ESL/EFL Classroom.
PUB DATE- 95
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080),Books (010)
DESCRIPTORS- Adult Learning; Ambiguity; Class Activities; Classroom Techniques; *Cognitive Style; *Cultural Differences; Curriculum Development; Elementary Secondary Education; *English (Second Language); Field Dependence Independence; Foreign Students; High School Students; Immigrants; *Individual Differences; Learning Modalities; Poetry; Postsecondary Education; Questionnaires; Records (Forms); Second Language Instruction; *Second Language Learning; Sex Differences; Student Characteristics; Student Developed Materials; Teacher Education; Teaching Assistants; Teaching Methods; Visual Aids; Writing (Composition)

ED 396 605 HE 029 230

Employee Benefits for Illinois Public Higher Education Faculty and Staff.
PUB DATE- 2 Jul 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Educational Finance; *Fringe Benefits; Health Insurance; Higher Education; *Resource Allocation; *Retirement Benefits; School Personnel; State Colleges; State Universities; Tuition; Vacations
IDENTIFIERS- *Civil Service; Disability Payments; *Illinois; Sick Leave

This report focuses on the group benefits available to Illinois public higher education employees. The study provides a perspective on the range of benefits and the differences in the administration of institutional benefits. Findings reveal the availability of retirement annuities that increase with each 10 years of service; optional retirement plans, including a portable retirement benefit program; disability benefits for employees with at least 2 years of eligible service; death benefits to the families of active members with 1.5 years of covered service and of inactive members with at least 10 years of covered service; group insurance benefits; payment of one-half of any unused sick days earned after January 1, 1984, for all state employees when they leave the state service; vacation benefits according to the number of years of service; and tuition waivers for staff and their dependents. The study points out that the issue of benefits should be weighed within the framework of an institution's resources and other priorities. Tables provide detailed data by individual Illinois institution. An appendix details specific sick leave and vacation benefits earned by various classes of employees at each institution. (CK)

ED 396 606 HE 029 231

Retention, Graduation, and Time-To-Degree of Baccalaureate Students at Public Universities.
PUB DATE- 2 Jul 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; College Freshmen; Degrees (Academic); *Educational Policy; Higher Education; Minority Groups; *School Holding Power; State Colleges; State Universities
IDENTIFIERS- *Illinois; *Time to Degree

This report presents information on each of the groups of freshmen who entered Illinois public universities between the 1983-84 and 1991-92 academic years regarding retention and persistence of baccalaureate students, the proportion that graduate, and the length of time needed to complete the Bachelor's degree. The report shows that: (1) 55 percent of public university freshmen have completed their degrees by the time of this analysis, with 8 percent still enrolled; (2) 25 percent of them earn their degrees within 4 years, and 2 percent complete their studies within 6 years; and (3)

ED 396 625 HE 029 255

State Funded Financial Aid Report.
PUB DATE- Dec 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; College Students; Community Colleges; *Educational Finance; *Expenditures; Financial Needs; Higher Education; Minority Groups; Public Colleges; *State Aid; *State Programs; Student Characteristics; Student Costs; *Student Financial Aid; Universities
IDENTIFIERS- *Colorado

This report summarizes Colorado student aid program expenditures for 1994-95. It briefly describes the following program types: need-based grants, merit-based grants, Colorado work-study, diversity grants, required federal matches, Colorado nursing scholarships, and categorical programs. Highlights of the report reveal the following: state appropriations for financial aid programs totaled $46,518,748 during this period, and state student aid appropriations have increased 40 percent since 1989-90; the number of recipients has increased 20 percent over the past 5 years, and the average award for each recipient has increased over 15 percent; minority students comprised 27 percent of all Colorado aid recipients and received 31.4 percent of state funds; and most Colorado aid recipients were state residents, full-time students, female, enrolled in public institutions, considered independent for financial aid purposes, and from families with incomes under $20,000. Individual sections present text, tables, and figures on: state aid appropriations, allocation of Colorado student aid appropriations, estimating student costs using Colorado Commission of Higher Education budget parameters, characteristics of aid recipients, Western Interstate Commission for Higher Education student exchange programs, and distribution of state aid among institutions. Appended are a list of participating institutions and a summary of the 1994 Long Bill Reconciliation. (CK)

ED 396 626 HE 029 256

Statewide Extended Campus 1994-95. (Report on Colorado Statewide Extended Studies Program, Off-Campus State-Funded Programs, Out-of-State and Out-of-Country Programs.) Annual Report.
PUB DATE- Jan 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS- *Continuing Education; *Credit Courses; Delivery Systems; *Distance Education; *Enrollment Trends; *Extension Education; Higher Education; Intellectual Disciplines; Professional Continuing Education; Rural Areas; Telecommunications; Trend Analysis; Urban Areas
IDENTIFIERS- *Colorado

This report provides data showing trends in the Colorado statewide Extended Studies Program for 1994-95, the state's vehicle for the delivery of off-campus credit course instruction and continuing education throughout Colorado. Findings reveal a continuation in the long-term growth in

ED 396 644 HE 029 274

Ackerman, Richard; Maslin-Ostrowski, Patricia
Real Talk: Toward Further Understanding of Case Story in Teaching Educational Administration.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Case Studies; Classroom Techniques; *Decision Making; Discussion (Teaching Technique); *Educational Administration; Educational Strategies; Graduate Study; Higher Education; Leadership Training; Listening Skills; *Personal Narratives; Qualitative Research; Small Group Instruction; Writing Exercises

A study investigated the effectiveness of an innovative approach to the case study in teaching educational administrators in master's and doctoral programs. Subjects were 80 students in three institutions. The method uses "case stories," which differ from conventional case studies in that they are highly personal written accounts of real events that include intriguing decision points and provocative undercurrents that encourage discussion. Data for the qualitative analysis were drawn from conversations about case stories, student-written case stories, a survey, and semi-structured interviews. Based on the results, a six-stage model for writing and discussing case stories was developed. Stages include: (1) freewriting; (2) writing the case story; (3) storytelling and listening; (4) small group reflection; (5) whole group reflection; and (6) a concluding discussion about the importance of understanding and improving professional practice. Participants felt the case story method has potential to enhance professional understanding and growth. It was also determined that learning occurs in different ways (intrapersonal and interpersonal) at different stages of case story development. Three themes emerged: stories help people understand what happens to them; meaning is found not only in the story, but also in the relationship of story to teller; and group meaning-making deepens understanding. (Contains 19 references.) (MSE)

ED 396 645 HE 029 275

Tang, Thomas Li-Ping; Tang, Theresa Li-Na
Pay Differentials Revisited: CEOs and the Five Highest-Paid Employees at Private Colleges and Universities.
PUB DATE- Mar 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Norfolk, VA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *College Administration; College Faculty; *College Presidents; Comparative Analysis; Higher Education; Institutional Characteristics; Liberal Arts; *Private Colleges; Research Universities; *Salary Wage

ED 396 664 IR 017 839

CNN Newsroom Classroom Guides, May 1-31, 1996.
PUB DATE- May 96
NOTE- 89p.; No guide for May 27 (Memorial Day).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for the month of May, provide program rundowns, suggestions for class activities and discussion, student handouts, and lists of related news terms. Topics covered include: United States-Israel anti-terrorism accord, the comeback of baseball merchandising, marketing strategies, Indian elections, and safety in laying underground pipes with a robotic backhoe (May 1-3); Israel-Palestine peace talks, political protest music, the Bosnian War Crimes tribunal, official police presence at fast food restaurants, pollen allergies, schism between F. W. De Klerk's and Nelson Mandela's political parties in South Africa, (May 6-10); candidate "marketing," difficulties of Liberian refugees, fat content of foods, the U.S. threats of trade sanctions on China, the history of the United Farm Workers' union, Bob Dole's resignation from the Senate, space shuttle launches, biorhythms, and the Dead Sea Scrolls online (May 13-17); the Endeavor lift-off, "cyber-campaigns," an oil-for-food agreement between Iraq and the United nations, the controversy over renewing China's Most Favored Nation status, attracting a professional sports team to one's town, microbes in drinking water, treatments to reduce pain, and the dissolution of a Chinese gun-smuggling operation (May 20-24); a peace agreement between Russia and Chechnya, economic growth in India, the Amish, traffic control during the 1996 Olympics, the Whitewater verdicts, and the cliffhanger in the Israeli elections (May 28-31). (BEW)

ED 396 665 IR 017 841

Ingham, Donella, Ed.
Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994).
PUB DATE- 94
NOTE- 395p.; For individual papers, see IR 017 842-874. For the 1993 NECC proceedings, see ED 382 173.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; Computer Simulation; Computer Software Development; *Computer Uses in Education; *Courseware; *Curriculum Development; Distance Education; Educational Assessment; *Educational Technology; Electronic Mail; Elementary Secondary Education; *Hypermedia; Internet; Microworlds; *Multimedia Materials; Student Projects; Teacher Education; Telecommunications

ED 396 686 IR 017 862

McCahill, Penny
Beyond Traditional Boundaries: Coping with Multiple Intelligences in Today's Classrooms.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Computer Uses in Education; *Educational Technology; Foreign Countries; Grade 10; High Schools; Instructional Materials; *Learner Controlled Instruction; *Puzzles; Secondary Education; *Student Developed Materials
IDENTIFIERS- *Multiple Intelligences

Teachers must strive to enhance their power as educational connoisseurs and critics, professionals who understand how to use technological learning materials that promote growth across multiple intelligences. This case study demonstrates how this demand was met in an "Advanced" Grade 10 English class at Hillcrest High School in Ottawa, Canada. The project came to be known as the MILT.CEU assignment: "MILT" stands for Harvard Professor Howard Gardner's multiple intelligences learning theory and CEU was taken from the title of the computer-based learning materials Cloze Encounters Unlimited. Cloze Encounters is, in its simplest form, DOS (Disk Operating System) software that allows students to work individually or in teams to create puzzles for other students to do. The assignment consisted of designing a puzzle that could be carried out in each of seven traditional subject domains: language arts, global studies, history, science, mathematics, practical arts, and fine arts. Within each of these subject domains, the tasks were shaped to suit learning-style preferences including verbal linguistic, logical mathematical, visual spacial, body kinesthetic, musical rhythmic, interpersonal, intrapersonal. The MILT.CEU assignment met Gardner's demands for a responsive, integrated, substantive, cooperative curriculum in which students were called upon to function as active participants in the learning process. The teacher's role is manageable, responsive, and dynamic. (AEF)

ED 396 687 IR 017 863

Gunn, Cathy
Development of Gender Roles: Technology as an Equity Strategy.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Equal Education; Females; Public Schools; *Sex Differences; *Sex Role; *Social Attitudes; Social Behavior; Student Attitudes; Teacher Role
IDENTIFIERS- *Computer Use; Gender Issues

A survey of literature indicates that gender differences in

ED 396 707 IR 017 919

Hawkes, Mark; And Others
Educational Technology Dissemination Through Pioneering Partners: An Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annotated Bibliographies; Educational Development; *Educational Technology; *Partnerships in Education; Program Effectiveness; *Program Evaluation
IDENTIFIERS- North Central Regional Educational Laboratory; *United States (Great Lakes Region)

Pioneering Partners provides K-12 educators in the Great Lakes Region--Illinois, Indiana, Michigan, Minnesota, New York, Pennsylvania, Ohio, and Wisconsin--with educational technology development opportunities, coalition-building opportunities, dissemination skills training, connection to Greatlinks Net/Internet, and financial support to defray dissemination costs. The North Central Regional Educational Laboratory evaluated Pioneering Partners to determine the effectiveness of its efforts to expand the use of educational technology. The evaluation consisted of regional case studies, a four-page participant questionnaire (n=233, response rate 67%), document analysis of funded and nonfunded Pioneering Partners applications to identify areas for potential growth, and interviews used to augment inquiry on policy influence. Data shows that educational technology dissemination through Pioneering Partners is broad and far-reaching. On average, Pioneering Partners saw participation by students almost double, and participation by teachers and schools triple during the implementation of their dissemination plans. Close to 90% of respondents to the questionnaire considered Pioneering Partners either very significant or moderately significant to the success of the disseminating process. Major factors inhibiting dissemination are time and financial resources. Urban educators find dissemination more problematic and support from their supervisors and peers less abundant. (Contains 13 references; a survey cover letter and questionnaire and data summary tables are appended.) (Author/SWC)

ED 396 708 IR 017 920

CNN Classroom Guides, June 1996.
PUB DATE- Jun 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cable Television; *Class Activities; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; High School Students; *News Media; *Programming (Broadcast)
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily Cable News Network Newsroom broadcasts for the month of June, provide program rundowns, suggestions for class activities and

ED 396 725 IR 017 938

Edwards, Sigrid; Morton, Allan
Profiling Computing Coordinators.
PUB DATE- 96
NOTE- 13p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; *Employment Qualifications; Foreign Countries; *Media Specialists; *Occupational Information; Questionnaires; Responsibility; *Role; School Surveys; Secondary Education; Teaching Experience
IDENTIFIERS- Australia (Sydney); *Computer Coordinators; Computer Resources

The people responsible for managing school computing resources in Australia have become known as Computing Coordinators. To date there has been no large systematic study of the role, responsibilities and characteristics of this position. This paper represents a first attempt to provide information on the functions and attributes of the Computing Coordinators in New South Wales (Australia) secondary schools. A questionnaire was distributed to Computing Coordinators in 141 (46.8% return) non-governmental secondary schools located in metropolitan Sydney, Australia. Questions were grouped into five sections; the section discussed in this paper focused on information about the nature of the person holding the position of Computing Coordinator, including: personal characteristics; training and qualifications; teaching experience; computing experience; designation; and functions. The study identified 12 trends as representative of the sample. Based on these trends, 5 recommendations were made to promote a more professional perspective to the role of Computing Coordinator. Eleven tables depict survey responses. (Contains 15 references.) (Author/AEF)

ED 396 726 IR 017 939

Fankhauser, Rae; Lopaczuk, Helmut
Exploring the Multimedia Landscape from a Training and Professional Development Perspective.
PUB DATE- 96
NOTE- 8p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Simulation; Computer Software Development; Computer Software Evaluation; Cost Effectiveness; Feedback; Foreign Countries; *Multimedia Materials; Needs Assessment; *Professional Development; Teacher Student Relationship; *Training; World Wide Web

The move by training and educational institutions in Australia toward the use of multimedia to facilitate effective and cost effective training and professional development has grown at a substantial pace. This paper focuses on the impact of

ED 396 742 IR 017 955

Rees, Keith
Designing CBE for Continuing Professional Education.
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountants; Authoring Aids (Programming); *Business Education; *Continuing Education; Distance Education; Foreign Countries; Independent Study; Learning; *Licensing Examinations (Professions); *Multimedia Instruction; Postsecondary Education; *Professional Training; Program Development; User Needs (Information)

Deakin Australia (DA) CBE (Continuing Business Education) programs are designed for use in conjunction with print and audio materials which are distributed as distance learning packages to business studies graduates working or planning to work as accountants, who are enrolled in the professional licensing program run by the Australian Society of Certified Practising Accountants (ASCPA). This paper considers DA's approach to CBE in relation to a range of CBE issues: learning context, the temptation to overutilize the capabilities of computer authoring tools, learning styles and motivation, maximization of the value of CBE, and approaches to authoring. Producing CBE as a part of a package of study materials is a vastly different issue than producing a CBE program to be used as a stand alone course of study or an independent reference resource, and it is important to limit the scope of the program for the same reason. Students have a wide range of learning styles and motivation; the CBE instructional designer's role is to provide attractive study options within both computer and paper learning contexts. Current DA CBE projects vary in structure, content, and style, but have certain consistent elements that are based on user feedback from programs in the last two years: (1) programs are applications of theory and/or practical skills practice rather than presentation of learning content, which is contained in printed study guides supported by audio cassette tutorials; (2) programs are modular and allow users to tailor study sessions to their own requirements--content is organized in case studies with randomizing programming techniques to provide unique problems for user analysis; and (3) programs provide several levels of help for user consultation plus detailed feedback on program tasks. A program with an analytical treatment of professional ethics is underway. In the Deakin Australia CBE instructional environment, two guiding principles have emerged: "small is beautiful" and "will this help candidates to prepare efficiently for the examination." (SWC)

ED 396 743 IR 017 956

Roberts, Geoffrey A.; Dunn, Phillip M.
Electronic Classrooms and Lecture Theatres: Design and Use Factors in the Age of the Mass Lecture.
PUB DATE- 96
NOTE- 10p.; In: Learning Technologies: Prospects and Pathways.

ED 396 761 IR 055 933

Farmer, Lesley S. J.
Informing Young Women: Gender Equity through Literacy Skills.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Females; *Information Literacy; *Information Skills; *Learning Activities; Lesson Plans; Librarian Teacher Cooperation; Self Esteem; Self Evaluation (Individuals); Sex Bias; *Sex Fairness; Sex Role; *Womens Education
IDENTIFIERS- *Gender Balancing (Curriculum); Gender Issues

This book is geared to helping librarians and other educators to empower young women and men through information and information skills. Gender issues are a focal point because content and content delivery have historically minimized women's contributions and perspectives, and students can have the opportunity to resolve these issues. Access to and manipulation of information is a valuable set of skills for young people, for it enables them to examine social messages and assumptions rather than feel manipulated by them. In addition, educators can foster a gender-inclusive learning environment. The first chapter points out the gender issues that exist in many educational settings, and provides a historical and social context that demonstrates the need for examining them. The second chapter looks at self-esteem issues, and provides ways for teachers to introduce activities that foster critical self-examination so students can gather information about themselves and use that data to improve their self-concepts. The third chapter examines gender-associated ways of learning. It looks at biological and social issues that can enrich students' learning experiences. The fourth chapter offers an organizational structure that accommodates a variety of perspectives for learning. It emphasizes an inclusive learning community, and deals with the varied levels of implementing gender awareness and inclusiveness. The fifth chapter looks at the specific issue of information literacy: how students interact with information to solve problems. It also points out how focusing on gender issues helps develop a more complex and richer research context. The sixth chapter reviews how to plan and implement learning activities that foster gender equity and a sense of inclusiveness. It challenges classroom and librarian teachers to examine their course content and the resources they use. Emphasis is placed on teacher-librarian partnerships, which models a collaborative spirit. The seventh chapter provides a framework for developing reality-based lesson plans that incorporate gender issues. Thirty-one ready-made lessons follow to provide guidelines for meaningful learning and action. A subject-arranged bibliography of 151 significant resources that deal with gender issues is located at the end of the book. (Author)

ED 396 762 IR 055 934

Lance, Keith Curry; Kroe, Elaine
State Library Agencies, Fiscal Year 1994. E.D. Tabs.
PUB DATE- Jun 96

ED 396 780 JC 960 407

Moisan, Claude
Evaluation des Programmes d'Informatique (Evaluation of Computer Science Programs).
PUB DATE- Jun 96
NOTE- 65p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; *Computer Science Education; Educational Certificates; *Evaluation Methods; Foreign Countries; Program Effectiveness; Program Evaluation; Program Improvement; *Programmers; State Surveys; Two Year Colleges
IDENTIFIERS- *Computer Technicians; Quebec

In March 1994, Quebec's Commission on the Evaluation of Collegiate Teaching initiated an evaluation of computer science programs in province colleges. This report describes the evaluation process and presents results. The first section describes the following four stages of the evaluation: the formation of a consulting committee and evaluation guide; implementation of self-evaluations at colleges; analysis of the self-evaluation reports and site visits; and preparation of preliminary and final reports. The remaining three sections then focus on computer science programs leading to a diploma, Programmer Analyst programs leading to a certificate, and Micro-Computer Technician programs leading to a certificate, respectively. For each section, a description of program objectives and structure, general results from the Commission's evaluation, and discussions of strengths and problems are provided. Finally, general conclusions are presented, indicating that the programs were found to be of high quality and to respond to existing demands in the workplace, but that they shared weaknesses with respect to program organization and methods for evaluating learning. Appendixes provide a summary of evaluation reports, a list of consulting committee members, a description of evaluation criteria, and a list of outside experts consulted. (BCY)

ED 396 781 JC 960 408

Successful Strategies for Teaching & Learning.
PUB DATE- 94
NOTE- 17p.; For the 1993 report on successful strategies, see ED 368 402. For a related report, see JC 960 409.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Community Colleges; *Faculty Development; *Instructional Effectiveness; *Program Descriptions; *Student Development; Student Personnel Services; Summer Programs; Two Year Colleges

Focusing on strategies for increasing student success in the community college, this monograph profiles winners of the National Council of Instructional Administrators (NCIA) exemplary program competition for 1994. First, background information on the competition is provided, indicating that it considers programs in three categories: Classroom/Curriculum, Faculty, and College-Wide strategies. Next, one-page descriptions are provided for the following winning programs:

ED 396 798 JC 960 425

1995-1996 Fact Book: A Strategic Planning Support Document.
PUB DATE- May 96
NOTE- 152p.; The bulk of the report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Employment Patterns; *Enrollment; *Enrollment Trends; Full Time Equivalency; *Institutional Characteristics; *Minority Groups; Multicampus Districts; *School Demography; School Personnel; School Statistics; Strategic Planning; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Milwaukee Area Technical College WI

Composed primarily of data tables and charts, this fact book provides information for 1995-96 on the faculty, students, and four campuses of Wisconsin's Milwaukee Area Technical College (MATC). Following information on the MATC vision and mission, tables are provided on general institutional characteristics, including a list of District Board members; a summary of MATC property and facilities as of June 30, 1995; average class size by division; and program and student fees by revenue category. Data are then provided on the gender, ethnicity, and handicap status of MATC faculty and staff from 1984 to 1995 and on full-time equivalent (FTE) student enrollment by state aid code and division/program from 1992-93 to 1994-95. Tables are then provided on student enrollment, including day, evening, weekend, and total headcount enrollments from 1990 to 1995; districtwide enrollment by level and instructional division as of the fifth week of the first semester of 1995-96; full- and part-time enrollment by level; headcount enrollment by ethnicity and gender; numbers of high school graduates attending MATC and those attending immediately after graduation from 1990 to 1995; and district enrollment by zip code. The next sections provide data on MATC's South, North, Milwaukee, and West campuses, including for each data on enrollment by level and division, headcount and FTE by level and division and by gender and ethnicity, and enrollment by zip code. Finally, data are provided on the percentage of minorities in the MATC District, minority enrollment by campus, and headcount and percent of minorities enrolled from 1980-81 to 1995-96. (BCY)

ED 396 799 JC 960 426

Neumann, Richard; Roberts, Keith
Academic Administration Divisional Workload Matrix.
PUB DATE- Apr 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Deans; *Administrator Responsibility; College Administration; *Faculty Workload; *Job Analysis; *Matrices; Models; *Noninstructional Responsibility; Occupational Information; Reduction in Force; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Milwaukee Area Technical College WI

In response to an anticipated decrease in the number of associate dean positions at Wisconsin's Milwaukee Area Technical College, a model was developed to quantify the workload associated with

ED 396 817 PS 024 252

Chen, Ya-Mei
A Study of Order-Managing Skills Used in Group Activities by Early Childhood Student Teachers in Taiwan.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; Group Behavior; Preschool Education; Preschool Teachers; Preservice Teacher Education; Student Teachers; Teacher Student Relationship; Teaching Skills; Two Year Colleges
IDENTIFIERS- Event Sampling; National Taipei Teachers College (Taiwan); Observational Studies; *Taiwan

This report describes a study which examined group-order managing skills used by early childhood student teachers in Taiwan, how these skills were used, and the level of student teacher satisfaction with these skills. Fifty-six student teachers from a 2-year training program at the National Taipei Teachers College completed an event-recording form for the 3-week period of their student teaching to document a total of 423 events involving group-order managing skills. Classes were for 3-, 4-, or 5-year-olds, with about 30 children per class. Group-order managing skills, such as management of children's behavior during small group activities, were used most often during sedentary indoor activities, with implementing body movements or games, using verbal instruction, and playing musical instruments or rhythms as the most common categories. Student teachers used the same skills repeatedly, implemented different skills in succession, and searched for new skills. They were generally satisfied with their skills, but sought to modify their skills for better classroom management. Using music and games was more frequently implemented during mobile and transitional periods and received higher ratings of satisfaction than other types of skills. Reward techniques were more often used with younger children and punishment techniques were more often used with older children. Contains seven references. (KDFB)

ED 396 818 PS 024 253

Saurino, Dan R.; Saurino, Penelope L.
Collaborative Action Research: The High Scope Curriculum for Georgia Public Preschools.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Case Studies; Compensatory Education; Preschool Curriculum; *Preschool Education; *Program Evaluation; Program Implementation; Qualitative Research; School Readiness
IDENTIFIERS- Collaborative Research; Gordon County School District GA; High Scope Child Observation Record; *High Scope

ED 396 837 PS 024 339

Lipman, Matthew
Natasha: Vygotskian Dialogues.
PUB DATE- 96
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Constructivism (Learning); Curriculum; *Dialogs (Literary); *Educational Philosophy; Educational Principles; *Educational Theories; Interviews
IDENTIFIERS- *Davydov (Vasily V); Dewey (John); Mead (Margaret); Philosophy for Children (Lipman); Russian Education; *Vygotsky (Lev S)

This creative philosophical essay demonstrates Vygotsky's principles in the form of an extended fictional thought-experiment, in which the author is "interviewed" by a fictional Ukrainian reporter, Natasha. The introduction, "Squaring Russian Theory with American Practice," gives some background in Vygotsky's and Davydov's theories, including Vygotsky's research on the connection between teaching and mental development, along with some background on the Philosophy for Children curriculum. A "Chronology of Philosophy for Children" gives a timeline, ranging from 1969 to 1995, indicating dates of publication of components of the Philosophy for Children curriculum and other important dates. The remainder of the book is comprised of ten fictional "visits" between Natasha and the author, revealing Vygotskian constructivist teaching methods and broad themes of philosophy, learning theory, and psychology. An afterword, "A Comparison between the Philosophy for Children Approach and the Cultural-Historical and Activity Approaches: Psychological and Educational Foundations" (Arkady Margolis) is then presented. Contains 53 references. (BGC)

ED 396 838 PS 024 340

Albee, George W.
Strengthening Children's Mental Health.
PUB DATE- 10 May 96
NOTE- 16p.; Paper presented at the Conference for Mobilizing Non-Violent Options: "Living in the World Together" (Oklahoma City, OK, May 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Coping; Early Childhood Education; Early Intervention; Educational Environment; *Emotional Development; *Empathy; Family Environment; *Mental Health; Personality Development; Program Evaluation; Stress Variables; Well Being
IDENTIFIERS- *Public Interest

Noting that the physical and mental growth of children are influenced by many environmental and familial factors, this paper explores improving the well being of children. The first part of the paper discusses child rearing, emphasizing three fundamental themes: creating an environment where children are born healthy and wanted; helping children to develop empathy and identification with thoughts and feelings of others; and increasing one's commitment to public interest. This section

ED 396 857 PS 024 440

Nunnelley, Jeanette
The Impact of Half-Day versus Full-Day Kindergarten Programs on Student Outcomes: A Pilot Project. Project Report.
PUB DATE- Mar 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Developmental Programs; *Full Day Half Day Schedules; Individual Development; Interpersonal Competence; *Kindergarten; Kindergarten Children; Language Acquisition; Language Skills; Maturity Tests; *Outcomes of Education; Parent Participation; Primary Education; Time Factors (Learning); Vocabulary Development; Vocabulary Skills
IDENTIFIERS- Elementary Secondary Education Act Title I; Indiana (New Albany)

This pilot study compared developmental outcomes, academic achievement, and parent involvement for children attending a Title I full-day kindergarten with those of children attending a Title I half-day program in New Albany, Indiana. The subjects were nine children from the full-day program and ten children from the half-day program. The curriculum in each of the classrooms was evaluated using the Early Childhood Environment Rating Scale (ECERS). To record student gains in September and May of the school year, teachers administered the Developmental Checklist of The Work Sampling System. The Peabody Picture Vocabulary Test (Revised) and a teacher-formulated checklist were also given. Demographic and attendance information was gained from parent/guardian interviews or school records. Parent involvement information was gained on frequency of checking out materials from a lending library and attendance at parent meetings. Findings revealed no differences in the curricula of the two programs. There were few differences in demographic data, except that a greater percentage of parents in the half-day program were employed than in the full-day program. There were no differences in any child assessment measures; the greatest gains for both groups were in the domains of language and literacy and mathematical thinking, and the smallest gains were in personal and social development. There was greater parent workshop attendance in the full-day program. Further study with a larger sample was recommended. (KDFB)

ED 396 858 PS 024 445

Schurr, Sandra L.
Prescriptions for Success in Heterogeneous Classrooms.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Catalogs; Childrens Literature; Childrens Writing; *Class Activities; Classification; *Classroom Techniques; Cognitive Style; Creative Activities; Critical Thinking; Discussion (Teaching Technique); Educational Games; Educational Resources; Group Activities; Grouping (Instructional Purposes); Heterogeneous Grouping; Holidays; Individual Activities; Individualized Instruction; Intermediate Grades; Journal

ED 396 874 RC 020 588

Uganda: The Challenge of Growth and Poverty Reduction. A World Bank Country Study.
PUB DATE- 96
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Agribusiness; Census Figures; Change Strategies; Child Health; Demography; Developing Nations; Diseases; *Economic Development; Economic Factors; Educational Attainment; Elementary Secondary Education; *Financial Policy; Foreign Countries; Human Capital; *Macroeconomics; Nutrition; *Poverty; Public Policy; Rural Urban Differences; *Social Indicators
IDENTIFIERS- Economic Indicators; Infrastructure; *Uganda

This report examines the outcomes of economic reform in Uganda and defines issues that Uganda must address in medium- and long-term strategies for poverty reduction. With a per capita income of approximately $220, Uganda is one of the poorest countries in the world. Its economy and social indicators bear the marks of nearly 15 years of political turmoil and economic decline. Serious educational and health problems include low levels of educational attainment and adult literacy, high rates of child mortality and malnutrition, the AIDS epidemic, and high incidence of malaria and tuberculosis. Since 1987, the government has been implementing an economic reform program that aims to promote prudent fiscal and monetary management, improve incentives to the private sector, reform the regulatory framework, and develop human capital through investment in education and health. Specifically, this report examines how growth benefits are distributed among people and the extent to which growth promotes provision of public social services such as education. The report first analyzes the medium-term macroeconomic policy agenda and structural and institutional reforms, with the objective of sustaining and strengthening stability. It then reviews the prospects for rapid and broad-based economic growth focusing on issues related to private investment, export development, infrastructure, and human resources. The latter includes a discussion of public policies and services in health and education. The appendices include an analysis of the status and changes in poverty during the adjustment period, including rural-urban differences, macroeconomic projects, and detailed statistical data from the 1991 Population and Housing Census. Contains 59 references, 34 data tables and figures, and a map of Uganda. (LP)

ED 396 875 RC 020 589

Sundberg, Lawrence D.
Dinetah: An Early History of the Navajo People.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- American Indian Culture; *American Indian History; American Indian Studies; *Culture Contact; *Federal Indian

ED 396 891 RC 020 647

Leis, Andrea
Distinct Needs of Rural Literacy Programs.
SPONS. AGENCY- Ontario Training and Adjustment Board, Toronto.
PUB DATE- Mar 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Educational Policy; Educational Research; *Financial Problems; Foreign Countries; *Geographic Isolation; Human Services; *Literacy Education; Program Costs; Research Needs; *Rural Areas; Rural Education; Small Towns; Social Influences
IDENTIFIERS- *Barriers to Implementation; Ontario

Ontario Rural Literacy is a special interest group of educators concerned with the particular needs of literacy programs in rural areas of Ontario. The group promotes awareness of literacy issues among the general public as well as providing support to member programs. The 12 members of the provincial steering committee represent all regions of Ontario. This report addresses issues specific to rural special projects funded during 1993-94. Rural communities and rural literacy programs have distinct geographic, economic, social, and employment characteristics that create barriers to teaching, learning, and program development. These barriers include isolation; increased expenses due to travel, long distance, and reduced numbers of clients; limited support services; negative connotation of "literacy"; limited relevant materials; and minimal research into the literacy programs of rural Ontario. Recommendations for addressing program barriers include: (1) rural representation on government policy-making committees; (2) development of a distinct costing mechanism for rural programs; (3) availability of funds and equipment for effective networking; (4) support for offering a wide spectrum of services; (5) development of relevant materials for rural adult learners; and (6) research concerning the needs of adult learners and barriers to participation in rural Ontario. (LP)

ED 396 892 RC 020 649

Baldwin, Barbara, Ed.
Pathways from Poverty.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- 95
NOTE- 37p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Capitalism; *Change Strategies; Community Development; Economic Development; *Economic Factors; Higher Education; Indigenous Populations; Minority Groups; One Parent Family; *Poverty; *Poverty Areas; *Public Policy; *Rural Areas; Rural Development; Rural Education; Rural Family; Rural Sociology; Social Change; Social Networks
IDENTIFIERS- Latinos; Native Americans; Social Capital; Welfare Reform

Articles in this theme issue are based on presentations at the Pathways from Poverty Workshop held in Albuquerque, New Mexico, on May 18-25, 1995. The event aimed to foster development of a

ED 396 910 SE 058 316

Kirk, Marla K.; Layman, John W.
A Pre-Lab Guide for General Chemistry: Improving Student Understanding of Chemical Concepts and Processes.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science (69th, St. Louis, MO, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *College Students; Concept Formation; Higher Education; Interviews; *Laboratory Manuals; *Science Experiments; *Scientific Concepts; Scientific Methodology; Surveys

This study investigated perceptions of 56 students in 4 general chemistry labs regarding their understanding of chemical concepts and processes. Conceptual understanding of scientific investigation was the focus. Students using a pre-lab guide for lab preparation were compared with students completing a traditional pre-lab assignment. Data sources included a student survey and interviews. Forty-one percent of students felt their pre-lab materials were helpful, sixty-four percent expressed confidence in their ability to learn chemical concepts and processes, and sixty-eight percent were confident of their ability to conduct chemical investigations. The experimental groups exhibited no significant differences. A significant instructor effect was found. Sixty-two percent of the students instructed by the researcher felt their approach was helpful; twenty-three percent of the adjunct's students were positive about their pre-lab tasks. Five themes emerged from the written student comments: aspects of the course, lab-related issues, instructors, assessment, and affective responses. Analysis of the interviews supported survey findings. Students using the pre-lab guide felt better prepared to conduct experiments and had a clearer understanding of chemical concepts and the scientific process. Contains 26 references. (Author)

ED 396 911 SE 058 318

Carlsen, William S.
Engineering Design in the Classroom: Is It Good Science Education or Is It Revolting?
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 30-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Engineering; High Schools; Models; *Problem Solving; *Science and Society; *Science Education; Science Projects; Teacher Education; *Technology

This paper reports on a longitudinal study of the incorporation of engineering design into secondary classrooms by math, science, and technology teachers who were alumni of a week-long intensive inservice course at the Thayer School of Engineering at Dartmouth College (New Hampshire). Data collection methods included observations and interviews, surveys, written materials, and site visits. Results indicate that about three-quarters of the teachers effected a full implementation of the

ED 396 932 SE 058 597

Feldman, Allan; And Others
Making Grades: How High School Science Teachers Determine Report Card Grades.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Grading; High Schools; Interviews; *Science Teachers; Secondary School Science; *Secondary School Teachers; *Student Evaluation; Tests
IDENTIFIERS- Alternative Assessment

A significant aspect of recent reform efforts is a strong move to change assessment techniques. When the focus of the reform is on changing teachers' practices of assessment and evaluation of students, the issue of how they incorporate the mechanisms of assigning grades into their teaching becomes important. The purpose of this study was to provide an in-depth look at the ways that teachers use the information that they have about their students from tests, quizzes, projects, book and lab reports, essay scores, and class discussion to arrive at a summative evaluation of the student's achievement in class. Data was collected using surveys and interviews. Findings suggest that a significant fraction of teachers use point systems for calculating report card grades where students collect points for their performance on tests and quizzes and for the completion of tasks such as lab reports and homework and then exchange these points for a grade at the end of the marking period. Other significant outcomes include the following: it appears that there has been little or no effect of recent reform efforts on the assessment practices of high school science teachers and there is some indication that science teachers appear to be enthusiastic about the use of computer software to aid in keeping their grading records and for calculating report card grades. Contains 14 references. (JRH)

ED 396 933 SE 058 598

Kaplan, Rochelle G.; Patino, Rodrigo A.
Teaching Mathematical Problem Solving to Students with Limited English Proficiency.
PUB DATE- 8 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; *Classroom Communication; *Elementary School Students; Grade 6; Intermediate Grades; *Limited English Speaking; Mathematics Instruction; Mathematics Teachers; *Problem Solving

Many mainstreamed students with limited English proficiency continue to face the difficulty of learning English as a second language (ESL) while studying mathematics and other content areas framed in the language of native speakers. The difficulty these students often encounter in mathematics classes and their

ED 396 956 SE 058 690

Hynes, Michael C., Ed.
Ideas: NCTM Standards-Based Instruction, Grades K-4.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Computation; Elementary Education; *Learning Activities; Lesson Plans; *Mathematics Instruction; Problem Solving; Worksheets
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

This document is a collection of activity-based mathematics lessons for grades K-4 from the "Ideas" department in "Arithmetic Teacher: Mathematics Education through the Middle Grades." Each lesson includes background information, objectives, directions, extensions, and student worksheets. A matrix is included which correlates the titles of the activities with the National Council of Teachers of Mathematics Standards that apply to the lessons. Lesson titles include: "Stones for the Postman's Palace," "Love Stamps," "How Mail Moves," "Beverage Sharing and Serving," "Measurement Scavenger Hunt," "What Can You Build with Two Triangles?," "How Do You Build Triangles?," "Graphing Trash Material," "Classroom Paper," "Buttons! Buttons!," "Shapes Art," "Sorting SKITTLES/Graphing SKITTLES," "Geometric Art," "Shapely Art," "Picturing Our Building," "Building with Newspaper Dowels," "Figuring in Football," "Get the Picture - Get the Story," "The Rhythm of Counting," "Measuring Music," "Which Flavor Wins the Taste Test?," "You Are the Pollster," "Exploring a Community," "Getting to Know You," "Have a Seat," "Computation Court: You Be the Judge," "Hop to It!," "Long Leaps for Olympic Gold," "Numbers on a Kite Tail," "Pin the Tail on the Kite," "How Big Is Your Heart?," "Every Beat of Your Heart," "Discovering Figures," "Geometric Figures," "Toy-Shop Numbers," "Post-Office Numbers," "Cut to Create," "Create a New Figure," Pizza Topping," and "Thumbprint Graph." (MKR) "Favorite Television Programs," "Pizza-Topping Combinations," "Favorite Pizza Toppings," and "Thumbprint Graph." (MKR)

ED 396 957 SE 058 691

Lambdin, Diana V., Ed.; And Others
Emphasis on Assessment: Readings from NCTM's School-Based Journals.
PUB DATE- 96
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Grades (Scholastic); *Mathematics Instruction; *Mathematics Tests; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; National Council of Teachers of Mathematics

This book is a collection of articles on assessment in mathematics selected from issues of three journals: "The Arithmetic Teacher" (later published as "Teaching Children Mathematics"), "The Mathematics Teacher," and "Mathematics

ED 396 977 SO 025 969

Guyton, Soyini; And Others
Multicultural Resources for Arts Education.
PUB DATE- Jun 89
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; *Art Education; *Asian Americans; Audiovisual Aids; *Black Culture; Community Resources; Elementary Secondary Education; *Hispanic American Culture; Instructional Materials; *Multicultural Education; Nonprint Media; Printed Materials; Resource Materials; Visual Arts
IDENTIFIERS- *Minnesota

The chapters in this annotated bibliography list resources available to educators for an inclusive, multicultural approach to arts education. The first four chapters are limited to the four most-prevalent ethnic minority groups in Minnesota: (1) African American Resources; (2) Asian American Resources; (3) Hispanic American Resources; (4) Native American Resources; and (5) offers General/ Multicultural Resources. The books, other print resources, and audiovisual resources are easily accessible by any interested educator. Community resources are applicable to Minnesotan educators only. An appendix describes the mission and programs of the Minnesota Alliance for Arts Education. (MM)

ED 396 978 SO 026 080

Romanowski, Michael H.
American History by the Book: Teachers Using Textbooks.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; Content Analysis; Course Content; *Critical Thinking; *History Instruction; Secondary Education; Social Studies; Textbook Bias; *Textbook Content; *Textbooks; *United States History

This study focuses on how U.S. history teachers utilize secondary U.S. history textbooks. The report addresses the questions of: (1) "How do teachers utilize previously studied textbooks in classroom situations?"; (2) "How do teachers deal with the technical knowledge of textbooks?"; (3) "What are possible factors that influence textbook usage?"; and (4) "Do secondary history teachers engage in and encourage students to engage in critical reflection or emancipatory knowledge?" Nine teachers participated in the study, six men and three women representing seven school districts, four rural and three urban. Interviews were conducted with the teachers with data analysis focusing on recurring themes or response patterns emerging from the interviews. Results indicate that the authority of the textbook is not absolute. Textbook knowledge does not pass perfectly from text to student. The way a teacher handles the given textbook and related materials determines the impressions of U.S. history that students have the opportunity to learn. Furthermore, just because teachers possess the ability to

ED 396 999 SP 036 653

Joseph, Pamela Bolotin, Ed.; Burnaford, Gail E., Ed.
Images of Schoolteachers in Twentieth-Century America: Paragons, Polarities, Complexities.
PUB DATE- 94
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Mass Media; *Popular Culture; *Public Opinion; Role Models; Role of Education; *Role Perception; Teacher Characteristics; *Teacher Role; *Teacher Stereotypes; Teaching (Occupation)

This book is designed as a springboard for teacher educators and students working together to engage in thought and dialogue about what it means to be a teacher in American society. Chapters are grouped into four sections, each of which ends with a section of suggested activities for discussion, writing, and research opportunities. Part 1 consists of an introductory chapter by Pamela Bolotin Joseph and others titled, Contemplating Images of Schoolteachers in American Culture. Part 2 examines the history of images of teaching generated by teachers and communicated through the culture of the education profession, and includes the following chapters: "Constructing and Discovering Images of Your Own Teaching" (Joseph C. Fischer and Anne Kiefer); "Reflections in a Mirror: Teacher-Generated Metaphors from Self and Others" (Sara Efron and Pamela Bolotin Joseph); "Across the Generations: Conversations with Retired Teachers" (David Hobson); "Good Women and Old Stereotypes: Retired Teachers Talk about Teaching" (Nancy Green and Mary Phillips Manke); and "A Mosaic: Contemporary Schoolchildren's Images of Teachers" (W. Nikola-Lisa and Gail E. Burnaford). Part 3 focuses on images from the popular media, and includes "A Teacher Ain't Nothin' But a Hero: Teachers and Teaching in Film" (William Ayers), "Just Fun--Dreams of Revenge: Images of Teachers in the Lyrics of Rock, Pop, and Folk-Protest" (Fletcher DuBois), and "From Our Miss Brooks to Mr. Moore: Playing Their Roles in Television Situation Comedies" (Ken Kantor). The final section looks for images of teachers in children's textbooks, textbooks written for teachers, adult fiction, and children's literature, and includes: "Teacher as Gatekeeper: Schoolteachers in Picture Books for Young Children" (Ann M. Trousdale); "Personal Memories and Social Response: Teacher Images in Literature for Older Children" (Gail E. Burnaford); "Opening and Closing the Door: Urban Teachers in American Literature, 1900-1940" (Rosalind Benjet); "The Sentimental Image of the Rural Schoolteacher" (Mary Phillips Manke); and "'The Ideal Teacher': Images of Paragons in Teacher Education Textbooks before 1940" (Pamela Bolotin Joseph). (Individual chapters contain references.) (PB)

ED 397 000 SP 036 663

Hollins, Etta R., Ed.
Transforming Curriculum for a Culturally Diverse Society.
PUB DATE- 96
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)

and American English" (Zohreh Eslamirasekh); "Closing Kiswahili Conversations: The Performance of Native and Non-Native Speakers" (Alwiya S. Omar); "The Use of Lexical Certainty Modifiers by Non-Native (Finnish) and Native Speakers of English" (Tarja Nikula); "Refining the DCT: Comparing Open Questionnaires and Dialogue Completion Tasks" (Kathleen Bardovi-Harlig, Beverly S. Hartford); "Assessing L2 Sociolinguistic Competence: In Search of Support from Pragmatic Theories" (Robin D. Zuskin); "Exchange Structure in the ESL Classroom: Q-A-C- and Q-CQ-A-C Sequences in Small Group Interaction" (Jane Nicholls); "Discourse Organization and Power: Towards a Pragmatics of Sales Negotiations" (Mirjaliisa Lampi); and "What Do You Include in a Narrative? A Comparison of the Written Narratives of Mexican and American Fourth and Ninth Graders" (Erica McClure, Montserrat Mir, Teresa Cadierno). (MSE)

ED 396 548 FL 023 906

Fraser, Bruce
Discourse Markers across Language.
PUB DATE- 93
NOTE- 18p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Discourse Analysis; English; Form Classes (Languages); Grammar; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Pragmatics; *Sentence Structure
IDENTIFIERS- *Discourse Markers

This paper discusses discourse markers (e.g., "and, so, anyway") and offers an overview of their characteristics and occurrence, using English for illustration. The role of discourse markers is to signal speaker comment on the current utterance. The discourse marker is not part of the sentence's propositional content. While absence of markers does not affect sentence grammaticality, it does remove a powerful clue about the speaker's perception of the relationship between prior and subsequent discourse. Each discourse marker may appear in a sentence-initial position; some may occur in sentence-medial or sentence-final position; however, in the latter cases, a change in marker scope occurs. Each discourse marker has an associated core meaning, part of which signals type of sequential relationship (e.g., change of topic, parallelism, etc.) and part of which provides the starting point for interpretation of the commentary message in a given case. Three types of discourse markers are examined: those signalling reference to the discourse topic; those signalling that current discourse activity relates to the foregoing discourse; and those signalling relationship of the basic current message to some prior message. Based on this conceptual framework, analysis of discourse markers in other languages in encouraged. (MSE)

ED 396 549 FL 023 907

Ziv, Yael
Conjunction and Causality: Pragmatics and the Lexicon.
PUB DATE- 93
NOTE- 13p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the

Foreign Language Skills: Does It Work?" (George Blue); "Language Awareness and Language Development: Can We Trace Links?" (Janet Hooper, Rosamond Mitchell and Christopher Brumfit); "Learners' Accounts of Their Errors in a Foreign Language: An Exploratory Study" (Francine Chambers); "Crocodile Dundee Meets His Match in Urdu: Brixton Primary School Children Shape a Multilingual Culture" (Charmian Kenner); "Literacy, Values, and Non-Literary Texts" (Andrew Hart); "English Language Teaching, Education, and Power" (Christopher Brumfit); "The Politics of Language: Spain's Minority Languages" (Clare Mar-Molinero); "Syntactic Variation and Change in Contemporary German" (Patrick Stevenson); and "Eurodisney, French Politics, and the American Dream" (Bill Brooks). (Contains chapter references.) (NAV)

ED 396 568 FL 023 930

Wright, Vicky
Managing Open Learning.
PUB DATE- 94
NOTE- 19p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Aids; Educational Media; English (Second Language); Foreign Countries; Higher Education; Independent Study; Instructional Materials; Language Laboratories; *Learning Resources Centers; Learning Strategies; Resource Materials; *Second Language Learning; Skill Development
IDENTIFIERS- *University of Southampton (England)

This paper describes the 3-year development of the Language Resources Centre at the University of Southampton. The Centre provides a range of self-access resources and facilities in a pleasant working environment for language learners. It offers assistance for languages taught at the university as well as for languages not taught at the university. Resources include reference and course books, audio and video libraries, and topic boxes of information, with increasing additions of computer-assisted learning techniques. General Centre objectives cover learning, teaching, research, and academic management. Other topics discussed in this report include Centre costs, staffing, users, training, evaluation, and materials design. The Centre itself has been moving toward a more open learning approach where both teaching staff and students can meet; this has also facilitated the introduction of new and interesting ways of integrating class teaching and the open learning approach in the classroom. This change in pattern of teaching and learning has resulted in increased student and staff motivation, greater learning effectiveness, and an increased use of the target language materials. The use of modern technology and equipment has improved the learning and teaching process with important skills that are more and more commonplace in many spheres of everyday life. (Contains 12 references.) (NAV)

ED 396 569 FL 023 931

Blue, George M.
Self-Assessment of Foreign Language Skills: Does It Work?
PUB DATE- 94
NOTE- 20p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

A selection of essays in learning styles in English-as-a-Second-Language (ESL) instruction includes: "Cultural Differences in Learning Styles" (Gayle L. Nelson); "Difficulties with Cross-Cultural Learning-Styles Assessment" (Patricia A. Eliason); "Gender Differences in Language Learning Styles: What Do They Mean?" (Rebecca L. Oxford); "Cognitive and Learning Styles of High School Students: Implications for ESL Curriculum Development" (Emma Violand-Sanchez); "Drawing Out Communication: Student-Created Visuals as a Means for Promoting Language Development in Adult ESL Classrooms" (Sharron Bassano, Mary Ann Christison); "Meeting Language Learners' Sensory-Learning-Style Preferences" (Nancy Kroonenberg); "Tolerance of Ambiguity and the Teaching of ESL" (Christopher M. Ely); "Expanding Student Learning Styles through Poetry" (Christison, Bassano); "Culture-Specific Perceptual-Learning-Style Preferences of Postsecondary Students of English as a Second Language" (Christine Stebbins); "Learning Styles and Strategies in Adult Immigrant ESL Students" (Laura Rossi-Le); "Learning Styles and Elementary School ESL" (Sabrina Peck); "Learning Styles and ITA Training" (Kristina Torkleson); "ESL Composition and Learning Styles" (Patricia L. Carrell, Laura B. Monroe); "Field-Dependence/Field-Independence in the L2 Classroom" (Carol A. Chapelle); and "Understanding and Empowering Diverse Learners in the ESL Classroom" (Kate Kinsella). Substantial forms, questionnaires, and related materials are appended. (MSE)

ED 396 588 FL 023 969

Labarca, Angela, Ed.; Bailey, Leslie M., Ed.
Issues in L2: Theory as Practice/Practice as Theory. Proceedings of the Delaware Symposium on Language Studies (7th, Newark, Delaware, October 1985).
PUB DATE- 90
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- American Sign Language; *Applied Linguistics; *English (Second Language); Foreign Countries; German; *Intercultural Communication; Language Processing; Language Proficiency; *Language Role; Limited English Speaking; Mathematics Instruction; Native Speakers; Oral Language; Reading Comprehension; Secondary Education; Secondary School Students; Second Language Instruction; *Second Languages; Spanish; Written Language
IDENTIFIERS- Mexico

Papers from the symposium on applied linguistics include: "Roles in the Foreign Language Classroom" (Robert J. DiPietro); "The Importance of Native Language in Light of Second-Language Studies" (Alexander Z. Guiora); "A Model of L2 Text Reconstruction: The Recall of Literary Text by Learners of German" (Elizabeth B. Bernhardt); "The Effect of Instruction on ESL Speakers' Control of the (Z) and (D) Morphemes" (Sheila R. Brutten, John T. Mouw, Kyle Perkins); "On Pseudodiscrimination" (Hans Dechert); "Reading, Cognitive Style, and Culture: A Look at Some Relationships in Second-Language Acquisition" (Nancy Maisto Hewitt); "The Role of Universal Knowledge versus Culture Specific Knowledge for Comprehending Text" (Doris S. Feldman); "The Acquisition of Restrictions on Backward Pronominalization by Adult ESL Learners" (Machiko Tomiyama); "Learning from the Speech Errors of Near-Native Speakers" (William D. Baker); "The Language of Mathematics: The English Barrier" (JoAnn Crandall, Theresa C. Dale, Nancy C. Rhodes, George A. Spanos); "Processing Mathematics in a Second Language: Problems for LEP graduation rates for minority students have increased, but continue to be lower than the rates for other students. The report concludes that it is too soon to determine whether rates of graduation and persistence among students attending public universities have changed significantly. Twelve tables present detailed data on degree attainment by year, by group (Black, Hispanic, Non-Hispanic), and by individual state university. (CK)

ED 396 607 HE 029 232

Baez, Benjamin; Centra, John A.
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For the full report summarized here, see HE 029 233.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Freedom; Affirmative Action; Collective Bargaining; College Faculty; *Court Litigation; *Due Process; *Faculty Promotion; Grievance Procedures; Higher Education; Peer Evaluation; *Public Colleges; *Tenure; Tenured Faculty
IDENTIFIERS- ERIC Digests

This digest of a full report with the same title reviews the literature on the legal implications of college faculty reappointment, promotion, and tenure decisions, with an emphasis on how an understanding of the relevant legal principles can inform practice. It briefly summarizes issues in the following areas: the role of the courts in reappointment, promotion, and tenure decisions; reasons for tenure being the subject of numerous faculty lawsuits; the contents of the faculty employment contract; the constitutional guarantees of due process for untenured faculty members; the courts' balancing of institutional and individual First Amendment rights; protection from illegal discrimination in reappointment, promotion, and tenure decisions; the legal boundaries of affirmative action; the courts' concern for balance between the importance of confidentiality for the peer review system and the need to prohibit discrimination; the liability exposure of administrators and faculty members participating in the peer review process. The digest also lists specific steps that can be taken by administrators, faculty members, and institutional attorneys to minimize the risk of litigation. (CK)

ED 396 608 HE 029 233

Baez, Benjamin; Centra, John A.
Tenure, Promotion, and Reappointment: Legal and Administrative Implications. ASHE-ERIC Higher Education Report No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 214p.; For a digest of this report, see HE 029 232.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Freedom; Affirmative Action; Collective Bargaining; College Faculty; *Court Litigation; *Due Process;

enrollment with more than 132,000 enrollments and an increase in course enrollment of 7.2 percent; graduate enrollment increased by 2.4 percent (following a decline the previous year); and overall enrollment increased 5 percent. The number of classes offered statewide increased to a total of nearly 11,000. Enrollment in the field of education increased (after several years of decline). There were large enrollment increases in agricultural sciences, engineering and the health professions. Residents of rural counties enrolled in extended campus courses at a substantially higher rates than urban residents. Significant growth in the use of telecommunications to deliver instruction is reported. The number of courses delivered by electronic technology increased by 13.3 percent to 1,264 and enrollment in these courses increased by 6.9 percent to 3,787. Data are also provided on individual off-campus state-funded programs including overall evaluation, financial data, and program data. Data on instruction delivered by Colorado public colleges and universities out-of-state and out-of-country are also summarized. Numerous tables and graphs are included. (CK)

ED 396 627 HE 029 257

Review of Higher Education Issues in the Denver Metropolitan Area.
PUB DATE- Feb 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; Business Education; Educational Demand; *Educational Facilities Planning; *Enrollment Trends; Futures (of Society); Higher Education; Long Range Planning; *Public Colleges; Residential Patterns; School Expansion; Student Characteristics; Student Employment; Teacher Education; Transfer Students; Trend Analysis; *Urban Demography
IDENTIFIERS- *Colorado (Denver)

This report presents an analysis of characteristics of public higher education in the Denver (Colorado) metropolitan area. Items examined include current educational offerings and participation, current and projected regional demographics, and the physical capacity available for higher education. Emphasis is on trends at the Auraria campus which houses branches of the University of Colorado (Denver), the Metropolitan State College of Denver, and the Community College of Denver. Analysis suggests that the population for the metropolitan area will increase 9.6 percent by the year 2000, implying an increased demand for higher education in the area. Currently the Denver metropolitan area is served by seven public institutions. Other conclusions of the analysis relate to demographic trends in age of residents and of students at the Auraria campus; employment status of students at this campus; growth in lower division courses; student transfers from community colleges; high demand for graduate programs in business and education; Auraria's planned continued focus on academic, rather than vocational, subjects; public transportation needs; and family income of Auraria students. Options for accommodating growth and access in the metropolitan area are analyzed and include: expansion of the Auraria campus, expansion of services off-campus, moving an entire institution from Auraria, moving select programs from Auraria, and building a new campus. (CK)

ED 396 628 HE 029 258

Differentials; *Teacher Salaries; Universities

This study compared the salary differentials of college chief executive officers (CEOs), college presidents, and the five highest-paid employees at 190 private colleges and universities. The pay differential in total compensation for CEOs and the highest-paid professor at liberal arts institution was significantly higher than that at doctorate-granting institutions, which in turn was higher than that at research institutions. The pattern of pay differentials was reversed for the highest-paid and second highest-paid employee at research institutions and at liberal arts institutions. Other differentials failed to reach significance across institutions. Implications concerning institutions' internal consistency and external competitiveness are discussed. (Contains 34 references.) (Author/MSE)

ED 396 646 HE 029 276

Tang, Thomas Li-Ping; And Others
The Pay-Performance Linkage Revisited: Is University Presidents' Pay Related to Reputation Ranking?
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Houston, TX, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Presidents; *Compensation (Remuneration); Higher Education; *Institutional Characteristics; *Reputation; *Salary Wage Differentials; *Teacher Salaries
IDENTIFIERS- *Institutional Image; Ranking

An analysis of the total compensation of presidents and the five highest-paid employees at 190 private colleges and universities in 1993 looked at the additional variables of institutional expenditure level, institution type, reputation, and student Scholastic Assessment Test (SAT) scores. Results indicated that institutional expenditures, reputation, and institution type are somewhat related, and that presidents' compensation was also related to these three factors. However, compensation of the other five highest-paid employees was not found to be related to reputation, only to other institutional variables. The study concluded that: (1) presidents' pay is related to performance; (2) agency theory can be applied in this situation, in which the incentive system encourages mutual monitoring through the organization concerning pay and performance; and (3) since presidents' pay is related to objective performance data, procedural justice exists in the compensation system. Data analysis summaries are appended (Contains 36 references.) (MSE)

ED 396 647 HE 029 286

Oblinger, Diana G.; Maruyama, Mark K.
Distributed Learning. CAUSE Professional Paper Series, No. 14.
PUB DATE- 96
NOTE- 39p.; Paper expanded and adapted from proceedings of a conference on "Higher Education and the NII: From Vision to Reality" (Monterey, California, September 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

IDENTIFIERS- Collaborative Learning; Collaborative Teaching; Computer Ethics; Interactive Computer Systems; Object Oriented Programming; star Schools

These conference proceedings address the capabilities of technology in education. Papers and summaries of presentations are provided on topics such as: grants for educational technologies; telecomputing and electronic mail projects; instructional software and hypermedia design projects; curriculum integration; local control of the Internet; captioning for the hearing impaired; multilingual courseware and word-processing; intellectual property issues in a networked environment; multimedia use in various subject areas and in student assessment; technology's impact on teacher preparation and education; MicroWorlds; computer simulations; computer abuses and ethics; Electronic Performance Support Systems; the Star School program; problem solving for computer courses; restructuring; electronic classrooms and distance learning; partnerships in education; lifelong learning communities; interactive video and tutorials; object-oriented programming; collaborative teaching and learning; technology and intergenerational activities; and technology and educational equity. Committee members and session presiders are listed, and member societies are highlighted. The proceedings also include an alphabetical listing of authors, keywords, and session codes. (BEW)

ED 396 666 IR 017 842

Taylor, Harriet G.
A Team Software Development Approach for NCATE Computer Science Teacher Preparation.
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accrediting Agencies; *Computer Science Education; *Computer Software Development; Guidelines; Higher Education; *Skill Development; Student Projects; *Teacher Education; Teaching Methods; Teamwork
IDENTIFIERS- *Collaborative Learning; *National Council for Accreditation of Teacher Educ

Secondary computer science teachers who attended a special institute took part in a coordinated team software development exercise. The exercise was intended to provide experiences with collaborative learning in computer science, particularly to provide project design experiences and to allow students to practice new methodologies that could be employed in their classrooms. This exercise also addresses many of the computer science competencies prescribed by the National Council for Accreditation of Teacher Education (NCATE). This paper provides an overview of the team project methodology and of its fulfillment of the NCATE guidelines. (Author/BEW)

ED 396 667 IR 017 843

Bitter, Gary G.; Pryor, Brandt W.
Research on the IBM Grant Program's Impact on Teacher Preparation.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the

computer use and attitude exist. In the public school system, girls are shortchanged, especially in the areas of math, science, and technology. Instructors need to be made aware of these differences and their actions and attitudes should promote sex equity. This paper begins with an overview of development of gender roles, particularly in classrooms that use technology. Following, observations of classroom use of technology that might affect gender equity are described in three scenarios for grades 2, 5, and 6. Strategies are then presented for encouraging more computer use by girls. Teacher role, appropriate computer use in classrooms, and selection of software are discussed. (Contains 13 references.) (AEF)

ED 396 688   IR 017 864

Sturm, Deborah; Moroh, Marsha
Encouraging Enrollment and Retention of Women in Computer Science Classes.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Faculty; *College Students; *Computer Science; *Enrollment Rate; *Females; Higher Education; *Program Development; Tables (Data); Undergraduate Students
IDENTIFIERS- City University of New York Coll of Staten Island

Women computer science students at the College of Staten Island (CSI) in New York have a substantially higher pass rate than their male classmates; however, their enrollment and retention rates are low. During the last year and a half women on the computer science faculty at CSI developed two projects designed to increase the enrollment and retention rates of female undergraduate computer science students. Some outcomes of these projects include: a brochure profiling the female computer science faculty and outlines benefits of a career in computer science; a series of review workshops on material in the introductory computer science course; two seminars for potential women majors in which the department was introduced and career opportunities were discussed; a multi-user database which collects background information from the seminar participants; and a mentoring program which provides alumna role models. The faculty are also trying to encourage women to pursue graduate degrees in computer science. Women undergraduates are being actively recruited to participate in research projects. Three tables depict the enrollment in an introductory computer course by gender for 1988-1990; computer science majors by gender for 1990-1992; and a summary of response analysis from a computer science alumni questionnaire. (Contains 13 references.) (Author/AEF)

ED 396 689   IR 017 865

Buffington, Peggy; Vockell, Edward L.
A Hypermedia Approach for Developing Research and Reporting Skills.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston,

discussion, student handouts, and lists of related news terms. Top stories include: world reaction to the Israeli election of Benjamin Netanyahu; the United Nation Social Summit in Turkey; the transition in Israeli leadership; Cyber-crime and national security risks; and North Ireland multi-party peace talks (June 3-7); black church burnings; Russia and Chechnya agreements on local elections; the racial hatred behind the black church burnings; federal court decision against regulating the Internet; and the effects of Russia's presidential elections on world security (June 10-14); Russia votes and Yeltsin's deal with candidate Lebed; Russian election aftermath; the Netanyahu Government; Whitewater and "Filegate" questions surrounding the President and Mrs. Clinton; and Russian politics (June 17-21); the Arab League Summit and challenges to Israel's new leaders; the role of territorial compromise in the Mideast peace negotiations; bomb explosion on U.S. military housing complex in Saudi Arabia; U.S. reactions to the base bombing; and issues of terrorism raised by the bombing. (June 24-28). (AEF)

ED 396 709 IR 017 921

Nasstrom, Roy; Gierok, Anne
Channel One and CNN Newsroom: A Comparative Study of Seven Districts.
PUB DATE- 20 May 96
NOTE- 22p.; Revised version of a paper presented at the annual meeting of the National Council of Professors of Educational Administration (Indian Wells, California, August 10, 1994). A segment of this version was presented at the National Conference on Creating the Quality School (Oklahoma City, Oklahoma, March 30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Cable Television; Class Activities; *Comparative Analysis; Current Events; Discussion (Teaching Technique); *Educational Television; High Schools; *News Media; *Programming (Broadcast); School Districts; School Surveys; Social Studies; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Cable News Network; *Channel One; *CNN Newsroom

Many American schools use the televised news programs Channel One and CNN Newsroom. Channel One has received considerable scrutiny, some of it highly unfavorable, while attention to CNN Newsroom has been less extensive and mostly benign. This study compares the two programs within seven school districts in Wisconsin. The study addresses three basic areas: (1) how each district chose and implemented CNN Newsroom and Channel One; (2) how schools delivered the programs to students; and (3) how students and staff perceived the impact of a specific program on students' learning. The seven-district region examined included 22 high schools. All teachers, principals, and students received survey forms. Administrators were queried on how they made decisions, on options they took for implementation, on their familiarity with state guidelines, on whether they followed a written material selection policy, and on the rationale for their choice. Questionnaires for teachers elicited responses on their evaluation of television as a learning tool, whether they would recommend it to colleagues, on whether they required students to pay attention, on whether they used it as a basis of classroom discussion about current events, and on how they integrated the program into the curriculum. Questionnaires requested students to respond to items concerning their attention to the programs, their assessment of their learning, the integration of the programs multimedia on the areas of training and professional development. Benefits of the technology are described, including: cost and time savings; high student-teacher/trainee interaction; immediate feedback; consistent presentation; improved management of the learning process; content change management; flexible delivery; safe simulation environments; privacy; and increased instructional availability. Additional discussion includes professional development and training on the World Wide Web; differences between education and industry based training; the multimedia development process (job analysis, training needs analysis, instructional materials development, assessment, and evaluation); and criteria for evaluating computer assisted learning packages. (AEF)

ED 396 727 IR 017 940

Fritze, Paul
An Implementation of Interactive Objects on the Web.
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; *Computer Assisted Instruction; *Computer Software Development; Expert Systems; Feedback; Foreign Countries; *Instructional Materials; *Intelligent Tutoring Systems; Internet; Program Implementation; *World Wide Web
IDENTIFIERS- Interactive Systems

With the release of ShockWave, MacroMedia Director animations can now be incorporated directly into Web pages to provide high quality animation and interactivity, to support, for example, tutorial style questions and instantaneous feedback. This paper looks at the application of this technique in the translation of a traditional computer-based tutorial, Ariadne's Thread, into an online version. A significant change was evident in its development and implementation processes and impact on the student learning and departmental infrastructure. This change was seeded in part by the increased modularity and open delivery of online Web materials, and in part by the development of specialized interactive learning devices and support tools. In particular, the shift from authoring to writing tools has moved the locus of project control from the technical to educational, involving teachers more directly in development and implementation. A simultaneous shift from a development-centered project approach to one that is implementation-focused, has increased the potential of responding to learning needs on an ongoing basis. Five figures illustrate the program. (AEF)

ED 396 728 IR 017 941

Holkner, Bernard
EdMOO: One Approach to a Multimedia Collaborative Environment.
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English

Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Classroom Design; Class Size; College Faculty; College Students; Computer Uses in Education; *Educational Technology; *Electronic Classrooms; Foreign Countries; Higher Education; Teaching Methods; Technological Advancement
IDENTIFIERS- Queensland University of Technology (Australia)

Despite great development in computer technologies being used for open learning enrollments, it is still likely that the majority of student-academic staff contact at Australian universities takes place in a lecture theater or classroom. The students' contact with any form of educational technology is more likely to be with technology in a lecture theater than it is in a computer laboratory. It is important that those in the educational technology field do not lose sight of the importance of providing a technologically rich environment in which academic staff and students will continue to have lectures, tutorials and seminars on campus. The 1990s have seen a rapid development of various communication technologies, a great rise in undergraduate student numbers with a consequent rise in the size of undergraduate classes and a less than proportionate rise in general staff numbers. This paper outlines how Queensland University of Technology (QUT) has established electronic classrooms and presents data on how staff and students use the technology that is being installed in the media equipped lecture theaters (MELTs) at QUT. A survey of staff use of the technology over an 18-month period showed that younger staff seemed to adapt their teaching strategies to make use of the new technology, while many of the older staff (more than 10 years teaching experience) remained resistant to change, despite being faced with considerably larger classes. Much more attention must be given to staff training in the effective use of the technology for large group teaching, since it does not appear that staff will automatically adopt new teaching strategies that make use of the available technology. (SWC)

ED 396 744 IR 017 957

Russell, Glenn
Reconceptualising Pedagogy: Students' Hypertext Stories with Pictures and Words.
SPONS. AGENCY- Griffith Univ., Nathan, Queensland (Australia).
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; Comics (Publications); *Creative Writing; Elementary Secondary Education; Foreign Countries; *Hypermedia; *Illustrations; Instruction; Picture Books; Secondary Education; Teaching Methods

NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grants; Library Development; *Library Expenditures; *Library Funding; *Library Personnel; *Library Services; *Library Statistics; Library Surveys; State Agencies; *State Libraries; Tables (Data)
IDENTIFIERS- Library Services and Construction Act

This report provides a statistical profile of state library agencies in the 50 states and the District of Columbia for state fiscal year 1994. The data were collected through the new State Library Agencies Survey conducted by the National Center for Education Statistics. The report documents the variety of roles being played by state library agencies and the various combinations of fiscal, human, and informational resources invested in such work. Analysis of two categories of expenditures is included: those for allied operations and those for grants and contract in support of educational reform efforts. The introduction discusses state library governance; allied operations; electronic networking; library development services; allied operations expenditures; and grants and contracts expenditures for national and state educational goals. Twenty-eight tables present state library statistics. Appendices include the survey abstract, methodology, and facsimile and recipients of LSCA Titles IV-VIII and/or "other" federal income. Sources for additional information are also provided. (AEF)

ED 396 763 IR 055 936

Mississippi Library Commission.
PUB DATE- 95
NOTE- 20p.; Cover title: Mississippi Library Commission. An Agency on the Move...
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Grants; Library Development; *Library Expenditures; *Library Funding; Library Personnel; Library Statistics; *Public Libraries; Shared Resources and Services; State Agencies; *State Federal Aid
IDENTIFIERS- *Mississippi Library Commission

This document presents funding and expenditure statistics for the Mississippi Library Commission for fiscal year 1995, as well as an overview of developments in the state's public libraries. These developments include budget increases; increased circulation and use of electronic reference sources; additional staffing; and developments in state telecommunications. Statistics are presented for: state grants, including personnel grants, special educational enhancement book grants, and public library employees' health insurance payments; and federal grants for public library services (Title I), public library construction (Title II), and cooperation and resource sharing among libraries (Title III). A total of grants expended is provided for both state and federal grants and a grand total of grants expended combines the two totals. In addition, expenditures for out-of-state travel and meetings, conferences, and conventions attendance is included. (AEF)

ED 396 764 IR 055 937

(1) an answer center for students at Utah's Salt Lake Community College, providing information regarding all student services at accessible locations and convenient times (winner, College-Wide); (2) a summer bridge developmental literacy program at Minnesota's North Hennepin Community College designed to increase the retention of at-risk students (honorable mention, College-Wide); (3) Project Fullstream at Texas' Collin County Community College, a center for growth and development for individuals with disabilities in an integrated college setting (co-winner, Classroom/Curriculum); (4) a government class at Texas' Navarro College which uses Nintendo interactive technology to simulate city government planning (co-winner, Classroom/Curriculum); and (5) faculty workshops at Kansas' Hutchinson Community College that provide faculty with opportunities to learn and practice new techniques for implementing changes in the classroom (winner, Faculty). Finally, an additional 29 successful strategies are briefly described. A position statement on promoting student success and the NCIA mission statement and membership forms are included. (TGI)

ED 396 782 JC 960 409

Bazer, Gerry, Ed.
Community College Exemplary Instructional Programs, Volume VI, 1994-1995.
PUB DATE- 95
NOTE- 171p.; For the 1994 report on successful strategies, see JC 960 408.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Community Colleges; *Disadvantaged Youth; *Educational Technology; Faculty Development; Faculty Recruitment; *Instructional Effectiveness; Minority Groups; *Program Content; Program Design; Program Effectiveness; Staff Development; *Transfer Students; Two Year Colleges; Vocational Education

Describing entries in the National Council of Instructional Administrators' (NCIA's) Annual Exemplary Instructional Program Awards for 1994-95, this volume presents descriptions of community college programs in the five categories in which they were submitted. The first section focuses on programs in the category of best use of technology for underprepared students, describing the two winning programs: the Student Tracking and Retention for Success program at Florida's Brevard Community College and the Writing Center at Washington's North Seattle Community College. This section then provides brief descriptions of the 35 other entries in the category. The second section describes exemplary programs using technology with transfer students, describing the two winning programs: the Student Research for Teaching Critical Thinking at Georgia's Darton College and the Student Created Computer Calculus Movies program at New York's Borough of Manhattan Community College. Descriptions are then provided for the 13 other entries in the category. The third section then describes programs using technology with occupational students, identifying the Computer Training Program for Physically Challenged at Texas' El Centro College as the winner and the Small Satellite Project at California's Sierra College as an honorable mention and describing the 19 other entries. The fourth section describes two entries in the category of recruitment and retention of minority faculty, indicating that the administration of an academic division. First, factors affecting the instructional division workload were identified, including the numbers of full- and part-time faculty and staff supervised; sections scheduled and summer school sections offered; campuses and instructional divisions on which the associate dean functions as immediate supervisor; budget cost centers, programs, specialized facilities and production services, and evening centers and off-site contracted facilities managed; and grants written or managed. Next, the factors were weighted, with one unit of workload being defined as the amount of work associated with the supervision of one full-time faculty member, and incorporated into the model. After collecting data, a matrix was developed to summarize the data and to provide a vehicle by which workloads of individual academic administrators could be calculated and condensed into a summary by academic division. Includes the associate dean workload matrix, a matrix developed with two fewer associate deans, a modified workload matrix including only major instructional divisions, and the modified matrix with two fewer associate deans. (TGI)

ED 396 800 JC 960 427

Workforce Preparation Action Plan.
PUB DATE- 7 May 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Career Development; Community Colleges; Educational Quality; *Education Work Relationship; Employment Opportunities; *Job Training; *Labor Force Development; *Partnerships in Education; Postsecondary Education; Program Implementation; Statewide Planning
IDENTIFIERS- *Illinois

The Illinois Workforce Preparation Action Plan was developed to set workforce preparation policy directions and improve coordination of programs and services in the state. This report provides information on the goals, objectives, activities, and implementation of the Plan. Following a preamble and list of the Action Plan Task Force membership, the first part of the report describes the following six goals of the Plan: (1) academic and technical skills development; (2) current workforce skill advancement; (3) access to career information, education, and training; (4) transitions to work; (5) linking classroom and workplace learning; and (6) collaboration, quality, and accountability of the programs. Specific objectives and activities for each goal are then listed in detail. Next, implementation plans are presented for each goal, objective, and activity, highlighting the collaborators and local partners involved and describing tactics to be used to develop, implement, and evaluate each objective and activity. Finally, 47 current workforce preparation activities are summarized, including activities in the areas of academic standards, adult education, alternative education, student assessment, career and labor market information, international education, cooperative work study programs, customized job training and business assistance, education-to-work transition, learning technology, teacher professional development, and welfare reform. Includes a list of acronyms used in the report and an index. A list of state benchmarks for workforce preparation is appended. (TGI)

Model

This report presents the current status of an ongoing qualitative case study of the implementation of the High Scope Curriculum in the preschool readiness program at one elementary school in Gordon County, Georgia. This program, provided for all 4-year-olds, includes home visits by a family services coordinator, parent involvement opportunities, and a center-based preschool program. The short-term goal of the study was to increase teaching staff effectiveness through a collaboration action research project tracking student progress through the year. The long-term goal is to monitor program effectiveness and assess level of success in program graduates. The study used a phenomenological perspective to better understand the meaning of teachers' experiences. The research team consisted of the primary teacher and her assistant, with a university professor who facilitated the project. Data sources included: (1) observations and field notes of teachers, parents, and students; (2) audiotapes of meetings and interviews; (3) surveys; (4) student portfolios; and (5) personal logs from teachers and university collaborator. Teachers' logs conveyed their perceptions of the ongoing High Scope training and the development of collaborative action research questions. Surveys of 40 teachers attending High Scope training indicated that there were benefits for the teachers and their students. Children's progress will be examined using the High Scope Child Observation Record, with follow-up to begin as children move through elementary school. (KDFB)

ED 396 819 PS 024 254

Xie, Qing; And Others
Parenting Style and Only Children's School Achievement in China.
PUB DATE- Apr 96
NOTE- 38p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Rearing; Foreign Countries; Homework; Parent Aspiration; Parent Attitudes; *Parent Child Relationship; Preadolescents
IDENTIFIERS- Authoritative Parenting; Baumrind (Diana); China (Beijing); *Chinese People; Only Child Family; Parental Authority Questionnaire; *Parenting Styles

This report describes a study which examined the relation of Chinese parenting style to only-children's academic achievement. Subjects, 186 middle-class parents of fifth and sixth graders (10-13 years old) from one Beijing elementary school, completed a Chinese translation of the Parental Authority Questionnaire (PAQ). Four approximately equal groups were identified: (1) fathers of only sons; (2) fathers of only daughters; (3) mothers of only sons; (4) mothers of only daughters. Information was collected on whether parents assigned extra homework to their children, how much time children spent on homework each day, and parents' expectations for their child's future middle school selection. Demographic information was collected on children's gender, age, grade, most recent exam grades (Chinese and Math), mother's and father's ages and educational levels. Students' achievement level was defined by the average grade from Chinese and Math. Factor analysis of the PAQ yielded three factors interpreted as authoritarian, authoritative, and permissive parenting styles.

claims that when parents can watch their children's growing independence with affection and pride, and when these children can leave parents and become autonomous citizens capable of new relationships, then it is a step forward to a just society. The second part of the paper introduces a book, scheduled to be published in late summer 1996, which examines programs that have demonstrated effectiveness in developing more competent and empathic children, adolescents, and adults. This section goes into detail describing the five major sections of the book, emphasizing a few successful prevention programs and strategies. The paper concludes with an essay written by a third grader on the topic of social support. (MOK)

ED 396 839 PS 024 343

George, Paul S.; Shewey, Kathy
New Evidence for the Middle School.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Early Adolescents; Educational Assessment; *Educational Research; Intermediate Grades; Junior High Schools; *Middle Schools; Outcomes of Education; Research Methodology; *School Effectiveness; Student Needs
IDENTIFIERS- Middle School Students; Outliers

Studies done in the 1960s and 1970s which sought to compare middle schools with junior high schools were ineffective. Intended to fill the frequently noted research void in the middle school movement, this monograph summarizes previous research on the effectiveness of middle level schools and presents results of a 1993 study on middle schools conducted by the authors. Part 1 of the monograph provides an overview of early research in middle level education and describes the outlier research approach. The results of several studies conducted up to 1994 are detailed, providing substantial evidence to support the efficacy of the middle school concept. Part 2 describes a 1985 study of 130 middle schools which had been deemed especially successful. The major findings are outlined: Middle level schools judged by others as outstanding display team organization, teacher-based guidance activities, flexible time use, faculty participation in decision-making, and other tenets of the middle school concept, and positive results are evident in academic achievement, school climate, faculty morale, and student behavior. Part 3 describes the 1993 study conducted by the authors. Comprehensive reports from 108 schools are analyzed to reveal the presence of and the effectiveness of middle school components that are widely recommended for schools serving 10-15 year olds. Part 4 completes the monograph with a summary statement and conclusion, noting that practitioners can continue to expect implementation of middle schools to result in improved academic achievement, positive personal development, and enhanced citizenship for its students, but that such goals will not be easy to achieve. (Contains 54 references.) (KDFB)

ED 396 840 PS 024 344

Tadlock, Martin; Barrett-Roberts, Joan
Middle Level Education in Small Rural Schools.
PUB DATE- 95
NOTE- 57p.

Writing; Junior High Schools; Language Patterns; Learning Activities; Learning Centers (Classroom); *Learning Strategies; *Middle Schools; Number Concepts; Periodicals; Personality Traits; Questioning Techniques; Simulation
IDENTIFIERS- *Middle School Students

This handbook details 28 specific learning strategies for diverse groups of middle school students, each cast as a prescription applicable for students whose diagnosis reveals certain "conditions" such as particular learning styles or high or low reading skills. Reproducible pages accompany most of the strategies. Following are the activities: (1) "Generic Skill Cards for Reading a Short Story or Novel"; (2) "Magazine Magic Ideas"; (3) "Dialogue Do's for Improving Instruction"; (4) "Ten Ways to Write a Report That Can't Fail"; (5) "Catalogs as Instructional Tools"; (6) "Language Patterns that Lend Themselves to Writing across the Content Areas"; (7) "Read and Relate"; (8) "Clues to Reconstructing the Facts"; (9) "Using Children's Literature to Review, Reinforce, and Reflect Content"; (10) "Learning Stations"; (11) "Models for Differentiating Instruction"; (12) "Taking Copying Out of Reporting"; (13) "Gaming and Simulations"; (14) "Leading Effective Discussions"; (15) "Personality Profiles"; (16) "Questions that Count"; (17) "The Magic of Numbers"; (18) "Looking at Common Things in Uncommon Ways"; (19) "Discovering the Magic of Language"; (20) "Holiday Happenings"; (21) "Response or Learning Journals"; (22) "Real World Tools: Alternatives to the Textbook"; (23) "Interdisciplinary Unit Boxes"; (24) "Interdisciplinary Units: Magazine Style"; (25) "Starter Sentence Sparklers"; (26) "Mini-Books and Maxi-Resources for Stimulating Thinking Skills"; (27) "Lists That Teach"; and (28) "Take Home Learning Kits." Contains 25 references. (KDFB)

ED 396 859 PS 024 460

Huston, Aletha C., Ed.
Children in Poverty: Child Development and Public Policy.
PUB DATE- 91
NOTE- 341p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; At Risk Persons; Behavior Problems; Child Development; Childhood Needs; *Disadvantaged Youth; Early Parenthood; *Government Role; *Mental Health; One Parent Family; Parent Role; *Poverty; *Public Policy; Well Being; Young Children
IDENTIFIERS- Social Needs

The numbers of children living in poverty in the United States increased dramatically during the 1980s and remains high. This collection of essays, with a focus on children rather than on parents' income or self-sufficiency, examines the following questions: Why are so many children growing up in poor families? What are the effects of poverty on children's physical, cognitive, social, and emotional development? What role can public policy play in preventing or alleviating the damaging effects of poverty on children? The 12 essays in this collection are: (1) "Children in Poverty: Development and Policy Issues" (Aletha C. Huston); (2) "The Economic Environment of Childhood" (Greg J. Duncan); (3) "The Role of Mother-Only Families in Reproducing Poverty" (Sara S. McLanahan and others); (4) "The Association between Adolescent Parenting and Childhood Poverty" (Lorraine V. Klerman); (5) "The Strain of Living Poor: Parenting, Social Support, and Child Mental

Relationship; *Navajo (Nation); Pueblo (People); Treaties; United States History; *War
IDENTIFIERS- Navajo Reservation; Treaty with Navajo Indians 1868; *United States (Southwest)

Originally written for Navajo elementary school students, this book chronicles the history of the Navajo people from prehistory to 1868. The book presents a sympathetic history of a people who depended on their tenacity and creative adaptability to survive troubled times. Chapters examine how Navajo culture changed from that of an early hunting and gathering band to that of a powerful pastoral nation; encounters with the Pueblos that revolutionized Navajo culture; the adversity of Spanish colonization; the expansion of Navajo land; the cycle of peace and war with the Spanish, Mexican, and American forces; the Navajo leaders' long quest to keep their people secure; the disaster of imprisonment at Fort Sumner; the Treaty of 1868; and the Navajos' return to their homeland. Extensive archival illustrations and photographs contribute to a story in which Navajos changed the future of the U.S. Southwest. An afterword briefly chronicles the Navajo's recovery of their culture and traditions since the Treaty of 1868. Appendices include a Navajo pronunciation guide, memories of Fort Sumner as told to Nedra Todacheenie by her maternal grandmother, Barboncito's speech to General Sherman at Fort Sumner, and an index. Contains 40 references. (TD)

ED 396 876 RC 020 594

Reed, James B., Ed.; Zelio, Judy A., Ed.
States and Tribes: Building New Traditions. A Broad Examination of the Condition of State-Tribal Relations and Opportunities for Mutually Beneficial Cooperation as the 21st Century Approaches, from a State Legislative Policy Perspective.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indian Education; American Indian Reservations; *American Indians; Child Welfare; *Conflict Resolution; Economic Development; Elementary Secondary Education; Federal Indian Relationship; Government Role; Higher Education; Legislators; *State Government; Taxes; Treaties; *Tribal Government; *Tribal Sovereignty
IDENTIFIERS- Indian Gaming Regulatory Act 1988; *State Tribal Relationship; Task Force Approach

This report summarizes efforts of the Task Force on State-Tribal Relations of the National Conference of State Legislatures to bring together state legislators, Native American leaders, and other parties interested in seeking new approaches to state-tribal relations. The report incorporates the results of a national survey of state-tribal relations, 12 meetings held around the country, and published papers on a wide range of topics concerning state-tribal affairs. The first chapter addresses issues related to the changing interactions between states and Indian tribes, including the significance of treaties, tribal sovereignty, and state-tribal jurisdiction. The second chapter reports on a survey of state legislators, tribal leaders and associations, and state attorneys-general. Survey results indicate that misunderstandings about tribal sovereignty are at the core of many state-tribal conflicts, and that communication between states and tribes needs improvement.

network to address rural poverty issues in the Western Rural Development Center (WRDC) region. Articles report on outcomes from the Pathways from Poverty workshop including team plans for addressing poverty in their area; the importance of social capital in building community; Native American economic development efforts that incorporate sustainability and cultural relevance; the effect of capitalism on the Palau islands; how sharing resources has enabled low-income families in American Samoa to maintain economic stability; demographic, economic, and educational factors that affect the status of Latinos in the United States, with implications for the American economy; a study of single-parent families and welfare reform; rural minorities and the relationship between employment and poverty; and the importance of rural studies in gaining understanding of rural poverty. Articles include: (1) "Pathways from Poverty" (Jane Brass); (2) "Social Capital" (Marie Cirillo); (3) "The Circle of Development and Indigenous Peoples" (Sherry Salway Black); (4) "Palauan Perspective" (Ayano Baules); (5) "Poverty: A Matter of Values" (Carol S. Whitaker); (6) "Focus on Latinos" (Refugio I. Rochin, Jose A. Rivera); (7) "Is Marriage the Solution? The Single-Parent Family and Welfare Reform" (Janet M. Fitchen); (8) "Employment Hardship and Rural Minorities" (Leif Jensen); and (9) "The Social Scientist and Rural America" (Emery N. Castle). The journal also includes updates on projects sponsored by WRDC and upcoming conferences. (LP)

ED 396 893 RC 020 650

Sense of Place Curriculum Framework.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Education; *Curriculum Development; Environmental Education; *Heritage Education; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; Local History; Models; Rural Education; *School Community Relationship; Science Education; Social Studies; *Student Development
IDENTIFIERS- *Iowa; *Sense of Place; Stewardship

This document describes a curriculum model that aims to help students gain a sense of stewardship toward their community and an appreciation for their heritage. At the Sense of Place Symposium, Iowa teachers and administrators worked together to develop an interdisciplinary curriculum framework that would connect students to their communities. The general framework for the curriculum includes a purpose statement; objectives related to teachers, students, and community; areas for student study and growth, including development of a community perspective and awareness of one's importance to community well-being; and proposed outcomes related to teachers, students, and community. This framework is a guide for developing specific lessons reflective of the uniqueness of each school and its community. Included are four lesson plans based on the Sense of Place curriculum model and intended for grades 5-8. Lessons cover the history and significance of a local river, the history and conservation of a local wilderness area, a wetland study and development project, and a program that integrates science and agriculture in teaching exploratory agriculture.

problem-solving method during the first year following the workshop. Other findings include: (1) math teachers were less likely to have their students build concrete models and less likely to do any implementation than science teachers; (2) implementation was most common in a teacher's highest-ability class; (3) some teachers were genuinely surprised by the resistance that students expressed to doing the projects; and (4) teachers were candid in admitting that they did not cover subject matter content that they had covered previously in their teaching. It was concluded that engineering design is good science education as it incorporates imaginative views on teaching about technology and society and can engage students in sociologically authentic science. However, engineering design is also revolting, since its implementation requires that teachers rethink what it means to teach science. Contains 27 references. (JRH)

ED 396 912 SE 058 323

Labudde, Peter; And Others
Physics for Girls and Boys: Teaching and Learning Strategies Examined in 25 Classes of the Upper Secondary Level.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 3, 1996). Research supported by a Swiss National Science Foundation grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Females; High Schools; *High School Students; *Instructional Materials; Interviews; Observation; *Physics; Questionnaires; Science Instruction; Sex Differences; *Student Attitudes

In this experimental study various strategies were developed and empirically tested for physics instruction designed to improve girls' and boys' attitudes toward and achievements in physics. Strategies included opportunities to integrate different pre-existing knowledge, variation of teaching methods to enhance cooperation and communication in the classroom, and supervision of teachers. The research design includes three experimental groups I-III and a control group. The teachers of experimental group I developed a set of teaching and learning materials (40 lessons on optics and kinematics), used it in their physics courses, and were supervised. Group II used the same set of materials with the same supervision. Group III used the set of materials with no further support. Data sources were various student and teacher questionnaires, tests in optics and kinematics, classroom observations, and semi-structured interviews with teachers. Contains 24 references. (Author/MKR)

ED 396 913 SE 058 325

Chidsey, Jennifer L.; Henriques, Laura
Can Parents Effectively Assess Their Children's Ideas about Science?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 2 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

poor performance on subsequent assessments of their learning of mathematics, therefore, is often unrelated to their potential for learning and understanding mathematics concepts and procedures. This study describes a program that attempts to utilize a blend of techniques from the fields of ESL or bilingual education and those of current practices in mathematics education focusing on communication in order to develop better mathematical problem solving approaches among upper elementary grade language minority students. An ethnographic study of one mathematics teacher and his approximately 30 sixth-grade students found that students with greater English competency did not demonstrate significant differences in their scores for problem solving in English and Spanish although there was a strong trend for scores to be higher in Spanish both at pretest and posttest times. (MKR)

ED 396 934 SE 058 599

Cooper, Marie A.; O'Donnell, Angela M.
Innovation and Persistence: The Evaluation of the C.U.P.L.E. Studio Physics Course.
PUB DATE- 12 Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Higher Education; *Physics; Problem Solving; Program Evaluation; Science Curriculum; Science Programs; Scientific Concepts; Student Attitudes

The last decade has seen the development of a number of computer-based interactive physics programs at the university level. Set in a cognitive apprenticeship framework, such programs view the instructor as a mentor, and the essential learning constructed in a collaborative process. It is expected that such programs, grounded as they are in educational research, will help students develop a more robust and accessible knowledge of fundamental concepts as well as a more positive attitude toward the subject matter in general and their own abilities. This paper considers the cognitive and affective outcomes of the initial implementation of one such program, the Comprehensive Unified Physics Learning Environment (C.U.P.L.E.) Studio Physics Program. Though results were encouraging, initially strong positive results, gathered informally during an earlier pilot implementation, were less so during the full and more formal evaluation. Early analysis indicates several possible reasons, including a gradual increase in the amount of time devoted to lecture and the elimination of whole-class discussion of laboratory activities and problem solutions. Contains 34 references. (Author)

ED 396 935 SE 058 601

Hadwin, Allyson Fiona
Promoting Self-Regulation: Examining the Relationships between Problem-Based Learning in Medicine and the Strategic Content Learning Approach.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English

Teaching in the Middle School". Articles provide background, rationale, or a point of view about the many changes in assessment. Articles are grouped into the following sections: "Rationale for Changes in Assessment Practices," "Looking at Testing and Grading," "Looking at Alternative Assessment Options," and "Looking Within--Evaluating Our Own Effectiveness, and "Bibliographies and Matrices." (MKR)

ED 396 958 SE 058 692

Cai, Jinfa
Cognitive Analysis of U.S. and Chinese Students' Mathematical Performance on Tasks Involving Computation, Simple Problem Solving, and Complex Problem Solving.
PUB DATE- 95
NOTE- 160p.; "The JRME monograph series is published as a supplement to the journal".
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; Foreign Countries; Grade 6; Intermediate Grades; International Studies; *Mathematics Achievement; Multiple Choice Tests; *Problem Solving
IDENTIFIERS- China; *Chinese People; Open Ended Questions; United States

This document is 7th in the Journal for Research in Mathematics Education monograph series. The mathematical performance of (n=250) U.S. 6th-grade students from both private and public schools and (n=425) Chinese 6th-graders from both key and common schools was examined on multiple-choice tasks assessing computation and simple problem solving, and on open-ended tasks assessing complex problem solving. Chinese students performed significantly better than U.S. students on both computation and simple problem solving. These results were about the same for the two samples on complex problem solving. Moreover, when subsets of U.S. and Chinese students were matched on their computational performance, the U.S. students scored significantly higher than comparable Chinese students on the measures of both simple and complex problem solving. The results of this study suggest not only the complexity of examining mathematical performance differences, but also the inadequacy of using a limited range of tasks to measure mathematical performance in cross-national studies. (Author/MKR)

ED 396 959 SE 058 696

de Acosta, Martha
Enhancing Science Education in the Primary Grades Through a Community-Based Collaborative: Lessons from the CLASS (Children Learning About Science and Self) Program. Occasional Paper #16.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Cooperation; *Cooperation; Educational Resources; *Partnerships in Education; Primary Education; Program Development; *Science Education; *Science Programs

Collaboratives are increasingly common forms of community participation in education. This article describes the Children Learning About Self and Science (CLASS) Program, a critique and challenge U.S. history textbooks, they do not necessarily engage in this process with any consistency. (Contains 30 references.) (EH)

ED 396 979 SO 026 083

Walter, James A.
"Achilles in Vietnam" and the Humanities Classroom.
PUB DATE- Nov 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classical Literature; Higher Education; *Humanities; *Twentieth Century Literature; United States History; *Vietnam Veterans; *Vietnam War

This paper discusses the book "Achilles in Vietnam" (Jonathan Shay) in relation to Homer's "Iliad" and the need for society to accept the consequences of veterans' experiences. Classical allusions to the epic are incorporated into the study and U.S. experience of the Vietnam War. The paper advocates student "ownership" of literature study and permitting students to "humanize" the text by allowing and legitimatizing diverse interpretations. The paper maintains that only by such humanizing attempts can the humanities be made relevant to students' lives. (EH)

ED 396 980 SO 026 084

Ulmer, Amy
American Pluralism and the Short Story: An Interdisciplinary Approach, or, Sui Sin Far, Silko, Cisneros, and Miss Sasagawara Teach American History.
PUB DATE- Nov 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Community Colleges Humanities Association (Washington, DC, November 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cultural Awareness; *Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Culture Contact; *Interdisciplinary Approach; *Multicultural Education; *Short Stories; Sociocultural Patterns; Two Year Colleges; *United States History
IDENTIFIERS- Pasadena City College CA

This paper describes an interdisciplinary 9-unit course at Pasadena (California) City College, entitled the "American Cultures Block Program." The block is divided into three distinct sections: (1) "United States History from 1865 to the Present"; (2) "Humanities Through the Arts"; and (3) "Introduction to Literature," a hybrid literature and composition course. The goal of the course is to show the connections among history, literature, music, and the arts, and the connections and common ground of the experiences of the diverse cultural groups in the United States. Specific topics and texts are explored, along with concerns related to the course composition. (EH)

ED 396 981 SO 026 532

Kobrin, David

DESCRIPTORS- American Indians; Blacks; Case Studies; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Curriculum Design; *Curriculum Development; Curriculum Problems; Educational Objectives; Educational Trends; Elementary Secondary Education; Ethnic Groups; Graduate Study; Higher Education; Minority Groups; *Multicultural Education; *Role of Education; Social Class; Student Evaluation; Values
IDENTIFIERS- *Diversity Concept

This book is primarily designed for graduate courses in curriculum development and theory, and aims to assist practitioners in facilitating the shift in public school curriculum to accommodate large-scale trends toward a more culturally diverse society. In Part 1, the ideologies and values that form the basis of school practices are examined from several different perspectives. After an introductory chapter by Etta Hollins, chapters include "Fundamental Considerations: The Deep Meaning of Native American Schooling, 1880-1900" (David Wallace Adams), "Multiculturalism and an Overarching Framework of Values: Some Educational Responses for Ethnically Plural Societies" (Jerzy Smolicz), and "Multicultural Education: For Freedom's Sake" (James A. Banks). Part 2 focuses on specific issues surrounding curriculum planning, and includes "The Practical 4: Something for Curriculum Professors to Do" (Joseph J. Schwab), "Dialogue: Schwab's 'Practical 4' and Its Corroboration in Recent History" (Henrietta Schwartz), and "Curriculum In and Out of Context" (Catherine Cornbleth). In Part 3, the authors introduce curriculum differentiation based on culture and social class. Chapters include: "Lessons (in Identity) Learned From the Competing Curriculum: Some Thoughts" (Curtis Branch); "Social Class and the Hidden Curriculum of Work" (Jean Anyon); "Toward a Culturally Based Pedagogy: A Case Study of One Yup'ik Eskimo Teacher" (Jerry Lipska); and "Welcome to My House: African American and European American Students' Responses to Virginia Hamilton's 'House of Dies Drear'" (Linda A. Spears-Bunton). A final section reviews the practices and functions of assessment and evaluation in "Performance-Based Assessment and Educational Equity" (Linda Darling-Hammond) and "Social Evaluation of Curriculum" (Michael W. Apple and Landon E. Beyer). (Individual chapters contain references.) (PB)

ED 397 001 SP 036 676

McCaleb, Sudia Paloma
Building Communities of Learners. A Collaboration among Teachers, Students, Families, and Community.
PUB DATE- 94
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Community Education; Community Involvement; Community Schools; Cultural Differences; Elementary Secondary Education; Family School Relationship; Multicultural Education; Outreach Programs; *Parent Participation; *Parent School Relationship; Partnerships in Education; *School Community Programs; *School Community Relationship

This book suggests an approach to education that includes students' family members as valuable citizens in a community of learners which also includes students, teachers, and other members of the community at large. Part 1 examines current

International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Form Classes (Languages); *Inferences; *Language Patterns; Language Research; Language Usage; *Linguistic Theory; *Pragmatics
IDENTIFIERS- *Causal Inferences; *Conjunctions; Grice (H P)

Conjunctions (e.g., "if, and, so") appear in varied contexts and are associated with a wide range of interpretations. The theoretical options concerning the lexical specifications of these items are: (1) multiplicity of senses; and (2) restricted senses augmented by conversational implicatures. It is proposed here that the latter position is more applicable. Attention is confined to one possible interpretation with which such conjunctions may be associated: causality. It is argued that causality is a major reasoning principle that interacts with some versions of inference maxims (following H. P. Grice's theory of implicature) to yield the desired interpretation. This account also provides an explanation for a range of additional instances where implicit causal relations hold and will shed light on the convergence, in a variety of languages, of readings involving causality with those associated with addition, conditionality, and temporality, among others. Contains 28 references. (MSE)

ED 396 550 FL 023 908

Shea, David P.
Situated Discourse: The Sociocultural Context of Conversation in a Second Language.
PUB DATE- 93
NOTE- 24p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Discourse Analysis; *English (Second Language); Foreign Countries; Intercultural Communication; *Interpersonal Communication; Japanese; Language Research; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Learning; *Sociocultural Patterns

An analysis of sociocultural aspects of a dinner conversation is presented, part of a larger study of the pragmatics of second language discourse. Salient features of the discourse are examined in terms of implicit frames of reference about social membership that are brought into play in interaction. Primary data come from the conversation between an advanced Japanese non-native speaker of English (NNS) and two American colleagues, and secondary data from open-ended ethnographic interviews with the NNS. The analysis considers sociopragmatic features of discourse, such as solidarity, intimacy, distance, directness and indirectness, and cultural frames of reference, and how they influence the construction of a conversational participant structure, understood primarily in terms of negotiated solidarity. While the data suggest that differences in discourse strategies between the American and Japanese participants exist, a heteroglossic rather than consensual understanding of the sociocultural context of cross-cultural

PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *English for Academic Purposes; Foreign Countries; Higher Education; Learning Strategies; Questionnaires; *Second Language Learning; Self Concept; *Self Evaluation (Individuals); *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- *University of Southampton (England)

This paper reports on university student self-assessment of foreign language program learning at the University of Southampton (England) in English for Academic Purposes (EAP) classrooms. A survey of foreign language students on progress in foreign language learning revealed that many students were not unduly influenced by their scores on internationally recognized language tests when they assessed their own language level. If the international test scores are an accurate reflection of linguistic ability, then it would seem that self-ratings of language ability at the beginning of the pre-sessional course cannot be relied upon. Nine questionnaires completed in post-course evaluations indicated that there was not a very good match between the teachers' assessments and the students' assessments at the end of the pre-sessional course and two terms later. It is concluded that self-assessment for students appears to involve great difficulty, even with teacher feedback. Yet, evidence was found to support the belief that students who do assess their language level realistically may persevere with language learning to a greater extent than those whose assessment is unrealistically high or low. Both performance and progress must be monitored by teachers, with constant feedback, for students to be able to realistically self-assess their progress in language learning. (Contains 15 references.) (Author/NAV)

ED 396 570 FL 023 932

Hooper, Janet; And Others
Language Awareness and Language Development: Can We Trace Links?
PUB DATE- 94
NOTE- 22p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; English (Second Language); Foreign Countries; *Language Acquisition; *Language Teachers; Learning Strategies; Linguistic Theory; Metalinguistics; Secondary Education; Second Language Instruction; *Second Language Learning; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship

This paper reports on a 2-year research study at the University of Southampton (England) regarding teachers' and students' beliefs, understandings, and classroom practices with respect to explicit language awareness in three secondary schools. Specifically, the study sought to document the understandings of secondary English and foreign language teachers on the nature of language, beliefs about the role of explicit language awareness in language education, and the way this was realized in their own classroom practices; the beliefs of their 13- and 14-year-old students were also solicited. Data was gathered for the teachers through observation and interviews and through group discussion and problem-solving tasks for the students; both groups were also given selected, individual interviews. Results revealed that most teachers seemed to have made a strategic commitment to building up, over time, a reference

Children" (Carolyn Kessler, Mary Ellen Quinn, Curtis W. Hayes); "Administering a Spanish Proficiency Test in the Montana de Guerrero, Mexico" (Georganne Weller); "Analysis of Cooperation in a Spanish NS-NNS Interview Situation" (Dora Pellicer); "The Performance of Nonnative Speakers of American Sign Language: A Question of Proficiency" (Betty M. Colonomos); "The Other Side of Classroom Discourse: What Happens When the Students Are Native Speakers and the Teacher Uses L2?" (Johanna E. Katchen); "Investigating Advanced L2 Competence" (Dorothea Mohle); "The Role of an Anthropologist in L2 Teaching" (Joanne Rappaport); "Narrowing the Gap Between Written and Spoken Arabic in Teaching Conversation for Speakers of Other Languages" (Hamid Abdeljaber); and "Language Attrition in Secondary School Students of Spanish" (Robert E. Robison). (MSE)

ED 396 589 FL 023 970

Carrasquillo, Angela, Ed.; Hedley, Carolyn, Ed.
Whole Language and the Bilingual Learner.
PUB DATE- 93
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Bilingual Education; Bilingualism; Case Studies; Change Strategies; Communicative Competence (Languages); Cultural Context; Disabilities; Educational Change; Educational Strategies; Limited English Speaking; Linguistic Theory; Literacy; Literature Appreciation; Native Language Instruction; Program Descriptions; Reading Strategies; Second Language Learning; *Second Languages; Special Education; Story Reading; Student Attitudes; Student Evaluation; Teaching Methods; *Testing; Testing Problems; *Whole Language Approach
IDENTIFIERS- *Bilingual Special Education

Papers on the whole language approach in bilingual education include: "Whole Native Language Instruction for Limited-English-Proficient Students" (Angela L. Carrasquillo); "Communicative Competence and Whole Language Instruction in the Foreign Language Secondary School Classroom" (Rita Acuna-Reyes); "Literacy, Language, School, and Community: A Community-Centered View" (Jerri Willett, David Bloome); "Literature, Integrated Language Arts, and the Language Minority Child: A Focus on Meaning" (Alan N. Crawford); "Promoting Voluntary Interest in Literature: A Program That Works" (Lesley Mandel Morrow); "Reading Strategies: A Discussion/Demonstration with Connie Weaver" (Constance Weaver); "Serious Flaws in Written Literacy Assessment" (Robert J. Tierney, William McGinley); "Natural Assessment in Whole Language Classrooms" (Patricia A. Antonacci); "Evaluating Early Literacy Knowledge by Analyzing Children's Responses to Storybooks During Home Read-Alouds" (David B. Yaden, Jr.); "Reducing the Risks Through Early Intervention" (Gay Su Pinnell); "A Whole Language Approach to Teaching Reading to the Special Learner" (John S. Hicks); Theories for Whole Language: A Cross-Cultural Perspective" (Carolyn N. Hedley); "Bilingual Education: Reform for the 1990s" (Luis O. Reyes); "A Model Program: Regents' Policy Paper on Bilingual Education" (Laurie Wellman); and "Whole Language: Revolution or Evolution?" (Judith N. Thelen). Author and subject indexes are included. (MSE)

ED 396 590 FL 023 971

Hadley, Alice Omaggio; Reiken, Elizabeth
Teaching Language in Context, Second Edition, and Teaching

Grievance Procedures; Higher Education; Peer Evaluation;
*Public Colleges; *Tenured Faculty

This book addresses the legal implications of reappointment, promotion and tenure decisions bearing on college faculty with an emphasis on how understanding the relevant legal principles can inform practice. It uses scenarios and cases to illustrate the conflict between institutional and individual rights and the potential legal problems associated with employment contracts, due process requirements, academic freedom, employment discrimination, affirmative action, and peer review. Specific issues addressed include: the role of the courts in reappointment, promotion, and tenure decisions; reasons tenure is the subject of numerous faculty lawsuits; the contents of the faculty employment contract; constitutional guarantees of due process for untenured faculty members; how the courts balance institutional and individual First Amendment rights; protection of faculty from illegal discrimination; the legal boundaries of affirmative action; the courts' concern for balance between the confidentiality of the peer review system and protection from discrimination; and the liability exposure of administrators and faculty members participating in the peer review process. Individual chapters address: (1) tenure in American higher education; (2) the faculty employment contract; (3) constitutional rights in employment decisions; (4) employment discrimination; (5) affirmative action, diversity, and individual rights; (6) legal implications of peer review; and (7) recommendations for policy and practice. A list of relevant court cases is attached. (Contains 100 references.) (CK)

ED 396 609 HE 029 234

Assiter, Alison, Ed.
Transferable Skills in Higher Education. Teaching and Learning in Higher Education Series.
PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Attitude Change; Business Administration Education; Chemistry; Cognitive Development; Course Objectives; *Curriculum Development; *Education Work Relationship; Employment Experience; Film Study; *Generalization; Grammar; Higher Education; Interior Design; Modernism; Modern Languages; Oral History; Portfolios (Background Materials); *Profiles; Publishing Industry; Relevance (Education); Skill Development; Social Cognition; Social Sciences; *Student Interests; Talent Development; Transfer of Training
IDENTIFIERS- *Enterprise in Higher Education (England); *Royal Society of Arts (England)

The 16 essays in this book discuss transferable skills in higher education drawing on the experience and information gained from two projects based in England, the Enterprise in Higher Education (EHE), initiated in 1989; and the Royal Society of Arts Education for Capability Initiative, instituted in 1991. Section 1 contains essays on transferable skills and the EHE program; Section 2 contains essays on profiling and transferable skills; and Section 3 contains essays on curriculum development and transferable skills. The following essays are included: (1) "Transferable Skills: A Response to the Sceptics" (Alison Assiter); (2) "Skills: A Social Perspective" (Len Holmes); (3) "A Modernist Perspective on

Garavalia, Brian J.
A Descriptive Study of the Illinois International Education Policy Study Committee: A State Mandated Committee To Develop a Policy for the Illinois Higher Education International Education Act.
PUB DATE- Jul 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Agenda Setting; Change Strategies; College Governing Councils; *Educational Policy; Government School Relationship; Higher Education; Needs Assessment; *Policy Formation; *Political Influences; *Strategic Planning
IDENTIFIERS- *Illinois Higher Education International Educ Act

This monograph examines policy formation practices of the Illinois International Education Policy Study Committee (PSC) concerning implementation of the Illinois Higher Education International Education Act. In the first section, a review of the literature on various aspects of policy and policy considerations is offered including a definition of policy, the needs and purposes of policy, its sources, data for consideration when developing policy, internal policy prods to action, and the impact of politics on policy. The second section describes four policy authors' policy processes and combines them into one 10-step policy process. The third section presents observations on the PSC's five consolidated meetings including a description of the PSC's methods to policy formation and the implications of each policy formation step. The conclusion identifies those actions seen to be responsible for successful policy formation in the PSC policy process. These include: (1) having one impartial person coordinating and controlling the entire policy process; (2) obtaining the support of a wide array of policy agents and policy agents (such as state level officials) and policy target populations (individual institutions); (3) knowledge contributions by policy agents and policy target populations; and (4)ensuring the capacity of both policy agent and target population groups to implement the policy. (Contains 16 references.) (CK)

ED 396 629 HE 029 259

Rosenbloom, Al
Probing the Core: What Knowledge Is Most Useful to Management Majors: An Exploratory Study.
PUB DATE- Nov 95
NOTE- 20p.; Paper presented at the Annual Business/Economics Teaching Conference (6th, Chicago, IL, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Business Administration Education; *College Outcomes Assessment; College Students; Course Content; *Education Work Relationship; Epistemology; General Education; Graduate Surveys; Group Dynamics; Higher Education; Individual Characteristics; Interviews; Knowledge Level; Private Colleges; Self Concept; Self Evaluation (Individuals); Speech Communication; Teacher Role; *Theory Practice Relationship; Writing Skills

This study investigated whether and to what degree management majors at one small, liberal arts institution actually "used"

(070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Computer Interfaces; *Computer Mediated Communication; *Computer Networks; Decentralization; *Distance Education; Educational Change; *Educational Methods; Educational Trends; Extension Education; Higher Education; Internet; *Technological Advancement; Telecommunications

This paper synthesizes current thought about the role of networking technologies in instruction and addresses the need for higher education to create affordable and flexible student-centered "distributed learning environments" employing networking technologies. First, relevant trends are identified in the areas of information volume, technology competency of the workforce, telecommuting, collaboration, reskilling, demographics, selectivity, government influence, and increasing demand for higher education. The current status quo is college instruction is characterized by the dominance of the lecture, little interaction, inefficiency, and the factory model. The need for change and the role of the distributed learning environment in new instructional models are emphasized. Guidelines for planning for change focus on values implicit in technology, the role of shared values, curriculum design, and computer mediated communication. The importance of institutional support is stressed in discussion of technology adoption patterns, support structure, funding, and organizational structures and relationships. Aspects of technology architecture considered include network infrastructure, content file servers, groupware infrastructure and content creation and access. The Internet's role in a distributed learning environment is also discussed. Finally, future requirements for distributed learning are suggested. Throughout the paper, sidebars provide examples of implementation at various institutions. A company profile of IBM completes the monograph. (Contains approximately 70 references.) (DB)

ED 396 648   HE 029 288

Quality Assurance Program. QAP Workbook.
PUB DATE- 96
NOTE- 578p.; For related documents, see HE 029 289-291.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; College Administration; Compliance (Legal); Evaluation Methods; *Federal Aid; Federal Legislation; *Government School Relationship; Higher Education; Management Development; Program Improvement; Qualitative Research; *Quality Control; Self Evaluation (Groups); *Student Financial Aid; Workshops
IDENTIFIERS- *Higher Education Act Title IV; *Quality Assurance

The Quality Assurance Program (QAP) workbook is intended to assist institutions of higher education conduct qualitative and quantitative evaluations of their financial aid operations in relation to requirements of Title IV of the Higher Education Act. The workbook provides a structured approach for incorporating a cyclical Title IV QA system into an institution's financial aid operation. First, an introduction describes the goals and objectives of the QAP, its program structure, and its task cycle. Part 1 focuses on the qualitative review and enhancement process in two chapters. The

Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Corporate Support; Courseware; Curriculum Development; *Educational Technology; Evaluation Research; Grants; Pilot Projects; Skill Development; *Teacher Education; Workstations
IDENTIFIERS- Grant Recipients; *IBM Corporation

Technology is not often a factor in classroom activities because teachers are untrained in its use. In 1990, International Business Machines (IBM) contributed over 30 million dollars' worth of workstations, networking hardware and software, IBM courseware, cash, and training to prompt 144 selected teacher preparation programs to integrate technology into their curricula. This paper describes a study evaluating the impact of these contributions, based on data and comments received from the sites in the fall of 1992 (response rate 92%). The study discovered that 63% of teacher preparation faculty were trained in the use of IBM equipment, 44% of them because of the grant program, and that the numbers of pre-service and in-service teachers so trained increased in three successive academic years. (Contains 6 figures and 15 references.) (Author/BEW)

ED 396 668 IR 017 844

Hillinger, Michael L.
Using Hypermedia To Support Understanding of Expository Text: Examples from the Workplace and Classroom.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, MA, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Audiovisual Aids; Computer Graphics; Computer Uses in Education; *Electronic Text; *Hypermedia; Industrial Training; Learning Processes; Multimedia Materials; *Reading Comprehension; Reading Difficulties; Secondary Education; Sound Effects; Workplace Literacy
IDENTIFIERS- Decoding (Speech); *Expository Text; *Presentation Mode

Comprehension of expository text can be assisted using hypermedia support--text plus images and speech. This kind of presentation environment, called Responsive Text, compensates for deficiencies in basic reading skills by using speech support to aid decoding, hypertext and images to provide background and vocabulary support, and interactive questions to encourage comprehension monitoring. This paper presents a brief overview of ways in which Responsive Text has been used with adults in workplace training materials and with middle school students in social studies and science texts. Reproductions of computer screens illustrate the discussion. (Contains 11 references.) (Author/BEW)

ED 396 669 IR 017 845

Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Animals; *Computer Assisted Instruction; *Cooperative Learning; Educational Technology; Grade 3; Group Activities; *Hypermedia; Interaction; Primary Education; Science Education; *Skill Development; Student Motivation; Whole Language Approach
IDENTIFIERS- *HyperCard

Whole language and cooperative learning are effective ways to help students develop and integrate academic skills. The computer makes available the possibility of multimedia opportunities to apply these and other strategies to develop cognitive, affective, and social skills. The project reported in this paper explored a successful strategy for using HyperCard and interactive technology to accomplish these goals. Twenty-one third-graders were involved in the project, with abilities ranging from superior to low average. The class was engaged in the topic of animal life stages in science. Students worked in cooperative learning groups, but were encouraged to interact with other groups for borrowing and sharing ideas. The qualitative analysis verified that students became effective learners and communicators through the research and design process. The technology proved to be a motivator for students and increased their rate of basic skills development as well as their knowledge of the subject matter. (Author/AEF)

ED 396 690 IR 017 866

Gannon, Maureen T.
The Memory Stack: New Technologies Harness Talking for Writing.
PUB DATE- 94
NOTE- 11p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Grade 2; Grade 3; *Instructional Materials; Learning Problems; Oral Language; Primary Education; *Writing Difficulties; *Writing Instruction; Written Language
IDENTIFIERS- *HyperCard

In this paper, an elementary school teacher describes her experiences with the Memory Stack--a HyperCard based tool that can accommodate a voice recording, a graphic image, and a written text on the same card--which she designed to help her second and third grade students integrate their oral language fluency into the process of learning how to write. Detailed descriptions are presented of three second grade students' experiences with the Memory Stack. All three children were experiencing extreme difficulty acquiring the technical and linguistic skills necessary to relate symbols to speech. Suggestions are provided for how this type of pedagogy can be developed further for use in diagnosis of language problems and in assessment of language development. Eight figures depict the students' projects. (Author/AEF)

ED 396 691 IR 017 867

into classroom discussions, their non-classroom sources of news, and their attention to commercials. Schools using CNN Newsroom and those using Channel One differed considerably: CNN schools had active teacher involvement in choice and administrators' strong belief in quality; Channel One schools' decisions rested with the administration and board with teacher requests playing no obvious part. For neither program did state requirements seem to carry much importance. Seven tables present study results. (Contains 37 references.) (Author/AEF)

ED 396 710 IR 017 922

Doughty, Philip; And Others
Developing Classroom-based Data for Technology Decisions: Assisting the Implementation of Oswego's Vision for the Use of Technology. District-Wide Summary Report.
PUB DATE- 5 Oct 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Mission Statements; School Districts; School Surveys; Staff Development; *Teacher Attitudes
IDENTIFIERS- New York (Oswego); *Oswego City School District NY; *Technology Plans

The purpose of this project was to develop data from the classroom to guide technology planning decisions as Oswego City School District (New York) implements its vision statement on technology. A survey was completed by 357 district teachers (88% response rate) which explored teachers' technology background and expertise, attitudes toward technology and instruction, instructional support and staff development requirements, and general and specific curricular priorities. An alternative model of technology planning was developed which was based on teachers' perceptions of their instructional needs. This report presents summary data and recommendations that apply across all four school levels: elementary, middle school, high school, and academy. It describes how the "Oswego Model" of technology planning was developed along with the instruments used in this model to collect classroom-based data. A summary of results are presented and organized around five general categories of items included in the survey: technology related demographics; continuing education; attitudes toward technology; instructional support; and staff development. Ten recommendations are provided focusing on these five categories. Appendices include the survey instrument with combined results and the survey instruments for the four educational levels. (AEF)

ED 396 711 IR 017 923

Liu, Min; Wheat, John
Designing Effective Multimedia Kiosks.
PUB DATE- Jun 95
NOTE- 7p.; Paper presented at the annual World Conference on Educational Multimedia and Hypermedia (Graz, Austria, June 17-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer System Design; *Educational Cooperation; Electronic Mail; Foreign Countries; *Group Discussion; Information Networks; Multimedia Materials
IDENTIFIERS- *Interactive Systems; *MOOs; Virtual Reality

The nature of the multiuser object oriented (MOO) environment lends itself to flexible and rich interactive collaboration space providing interactive discussion, mail, mailing list, and news features to its virtual denizens. EdMOO (HREF1) was created in mid-1995 as an environment for teachers to experience the text based virtual reality environment offered by a MOO and intended to provide an environment for discussing education and training issues, as well as to possibly be supported by an online document library. This paper describes the growth of EdMOO and its adoption of multimedia artifacts to enhance the communications within the MOO. The development of Drover software with programmed extensions to EdMOO permits participants in an online meeting to display documents, graphics, sounds, movies, and any of the other media supported by Netscape, to others in the same virtual place. Typical MOO problems that were evident in the initial EdMOO environment included: "noise" in a crowded room; problems for players being unable or reluctant to type in real time; and the need for powerful and flexible user tools. (Contains 13 references.) (Author/AEF)

ED 396 729 IR 017 942

Kistan, G. Chandru
Appropriate Media versus Multimedia.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Costs; Educational Development; *Educational Media; Educational Technology; Foreign Countries; *Instructional Materials; Learner Controlled Instruction; Teachers; *Teaching Methods
IDENTIFIERS- *Paradigm Shifts

Effective use of media and technology is a challenge and an opportunity for educators. The traditional educational paradigm presents a situation where educators provide instruction based on their knowledge and experience. The technology-based paradigm provides access to modern storage technologies at a student workstation, so that students can now access and manipulate information at a faster rate. The choice of teaching methods and media depends on the learning situation, the learner, subject, the educator, and the institution. Long term cost implications should be calculated to include the cost of production, hardware and software, and total hours per day the system can be utilized. The ASSURE model (B. B. Seels and R. C. Richey) has become a widely accepted guide to help educators plan for and implement the use of media. The steps in this model are: analyze learners; state objectives; select media and materials; utilize media and materials; require learner

IDENTIFIERS- LinkWay; *Story Writing
Hypertext software permits students to write non-linear stories which include pictures and words. The characteristics of these stories may be affected by student and teacher understandings of how pictures and words may be combined to produce meanings for the reader. The use of images and words in comic books and children's picture-books contribute to a shared cultural experience for students and teachers. The consequence is the initial conceptualization of theory applicable to hypertext and conventional stories, and a modeling effect which influences the nature of what is written. Conclusions in this paper are supported by data from a study of a group of 19 year eight girls in an English class at a private girls' school in Queensland, Australia who wrote hypertext stories with pictures and words. The increasing need for teachers to consider the addition of pictures to their pedagogy of story-writing means that some teachers will choose to modify the ways in which they teach. (Contains 27 references.) (Author/SWC)

ED 396 745 IR 017 958

Taniar, David; Rahayu, Wenny
Automatization of Student Assessment Using Multimedia Technology.
PUB DATE- 96
NOTE- 10p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Computer Assisted Testing; Computer Graphics; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Graphs; Item Banks; Learning; *Multimedia Materials; Postsecondary Education; Videotape Recordings
IDENTIFIERS- Object Oriented Programming; *Question Banks; Questions
Most use of multimedia technology in teaching and learning to date has emphasized the teaching aspect only. An application of multimedia in examinations has been neglected. This paper addresses how multimedia technology can be applied to the automatization of assessment, by proposing a prototype of a multimedia question bank, which is able to handle questions containing not only text but also images, graphs, audio, and video recordings. One issue in automatization of student assessment is the availability of question banks. Some questions (text) can be grouped together with a single object (a graph, video recording, etc.), and some objects should only be displayed in portions relevant to the selected questions. Choosing which parts of the object to accompany questions has become a non-trivial task. An object-oriented technology provides a feature of message passing from one object to another. The object is stored as an aggregate of its components, not as an unbreakable unit, so the relevant parts of the object can be presented together with the corresponding questions. Section 1 of this paper is an introduction; section 2 describes the structure of multimedia questions, which consists of the object part and the question part; section 3 explains how to retrieve questions from the database, both through object based retrieval and question based retrieval; section 4 presents sample results; and section 5 provides a

Metz, Ray E.; Junion-Metz, Gail
Using the World Wide Web and Creating Home Pages. A How-To-Do-It Manual. How-To-Do-It Manuals for Librarieans, Number 67.
PUB DATE- 96
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Computer Networks; Information Networks; *Internet; *Library Development; Library Planning; *Library Services; Staff Development; Strategic Planning; *World Wide Web
IDENTIFIERS- Connectivity; Home Pages; HTML

This book provides basic information about the World Wide Web and serves as a guide to the tools and techniques needed to browse the Web, integrate it into library services, or build an attractive, user-friendly home page for the library. Chapter 1 provides an overview of Web basics and chapter 2 discusses some of the big issues related to libraries that should be considered before getting organized and making decisions. Chapter 3 presents basic technical information needed to select and budget for an Internet connection that will support the Web as well as information on upgrading an existing connection. Chapter 4 covers how to train staff and patrons. Chapter 5 outlines the planning process for creating a Web presence in the library and Chapter 6 describes how to design Web sites. Chapter 7 provides a primer of basic HTML text and graphic tags as well as information on HTML editors. Chapter 8 describes how to test a Web site once it is designed and suggests ways to help keep the Web site current. Chapter 9 suggests how to inform patrons, community members, and others that the Web site is available. Chapter 10 is a glossary of terms and chapter 11 provides a bibliography of print and Internet-based resources. An appendix presents sample Web pages. (Author/AEF)

ED 396 765 IR 055 938

Lorenzen, Michael G.
Security Issues of Academic Libraries.
PUB DATE- Jun 96
NOTE- 56p.; Master's Seminar Paper, Ohio University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Libraries; Books; Costs; Higher Education; *Library Collections; Library Instruction; *Library Personnel; Periodicals; Problems; School Security; School Vandalism; Stealing; *Users (Information)
IDENTIFIERS- Book Losses; Book Mutilation; *Library Security

This study examines and evaluates security issues in academic libraries and examines how educators in institutions of higher learning deal with them. Security issues include: the theft of library materials, the mutilation or vandalism of library materials, dealing with deranged and/or disruptive patrons, and assaults on library patrons and staff. The purpose of the study is to develop an integrated approach to dealing with security issues of academic libraries. This is significant in a time when higher education is being forced to contain costs. Replacing missing and mutilated library items is expensive as is dealing with lawsuits resulting from victims of criminal no award was made, while the fifth describes programs using technology in staff development. This section identifies the Professional Growth Center at Illinois' College of Lake County as the winner, highlights two programs receiving honorable mention, and provides descriptions of the 15 other entries. Includes an index of participating colleges. (TGI)

ED 396 783 JC 960 410

Palmer, James C.
Funding the Multipurpose Community College in an Era of Consolidation.
PUB DATE- Mar 96
NOTE- 32p.; Paper submitted to the American Education Finance Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *College Planning; *College Role; *Community Colleges; Community Services; *Educational Finance; Educational Policy; Financial Needs; *Institutional Mission; Open Enrollment; *Retrenchment; Social Services; Transfer Programs; Two Year Colleges

Although the community college is a product of the publicly subsidized move to mass higher education during the 25 years following World War II, it now faces a more stringent fiscal environment that severely challenges its comprehensive, multipurpose character. Funding in the current era of consolidation entails an examination and reconciliation of the conflicting fiscal imperatives of the different institutional roles that the colleges hold. The first role is that of a flexible institution, allowing students to take courses on a tentative or occasional basis. The second role is that of the scholastic institution, facilitating degree completion or successful entry into higher levels of the graded education system. The third role is that of the social service agency, utilizing special purpose grants to carry out or coordinate economic development or social welfare programs. Although all three of these functions have been embraced by the colleges and serve the diverse constituency of mass higher education, funding mechanisms necessarily represent a trade-off between the benefits that each role yields. Scarcer resources put these trade-offs in sharper relief, making it more important for decision makers to prioritize their expectations for the educational roles community colleges will carry out. (Author/TGI)

ED 396 784 JC 960 411

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1995.
PUB DATE- 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Finance; *Enrollment; *Enrollment Trends; School Demography; *State Aid; *Student Characteristics; Student Educational Objectives; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington State Community College System

ED 396 801 JC 960 428

Walsh, Brian; And Others
Factbook 1995-96: Santa Fe Community College.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Facilities; Educational Finance; *Enrollment Trends; Grade Point Average; *Institutional Characteristics; *School Demography; School Libraries; *School Statistics; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *Santa Fe Community College FL

Consisting primarily of tables and graphs, this fact book provides data for 1995-96 on the students, staff, finances, and facilities of Florida's Santa Fe Community College (SFCC). The first section describes the population of SFCC's district, including county populations by age and by race and gender, projected population by age, and projected high-school graduates. The second section provides information on the number of annual funded full-time equivalent (FTE) students and funded FTE's by major area of study and campus. Section three features opening fall credit and non-credit enrollment information divided by class, degree, race, gender, attendance, enrollment status, and geography. The fourth section presents annual, unduplicated enrollment statistics by major area of study, race, and gender, while the fifth section features information on SFCC programs, including enrollments and completions by award and by race and gender, by gender alone, and by program and year between 1990-91 and 1994-95. The next sections discuss vocational placement, high school dual enrollment, and high school vocational dual enrollment data. The seventh section examines grade point averages for college credit students and for Associate degree recipients who transferred to a university in Florida. The eighth section provides data on employees by activity and gender, by race and gender, degree and gender, and instructional load. The final sections present data on operating revenue and expenses, funding by award category, the college library's book collection, college facilities, and annual crime statistics. (MAB)

ED 396 802 JC 960 432

Ernst, Joseph C., Jr.
Contractual Relationships for Educational Programs: The High Road.
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the North Central Association (101st, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Armed Forces; *Bids; Codes of Ethics; Community Colleges; *Continuing Education; *Contracts; Government School Relationship; *Military Personnel; *Staff Development; Two Year Colleges; Veterans

Since 1972, Park College, in Missouri, has successfully competed contractually with other colleges and universities for the

Results indicated that parents perceived themselves as tending toward authoritative parenting, with no influence of parent or child gender. There was no relationship between parenting style or parents' educational level and school achievement. Over 40 percent of parents gave their children extra homework and almost 90 percent expected them to attend key middle schools, which would guarantee university admission. Regression analyses indicated that the higher the parents' expectations of their children's middle school selection, the better the child's academic achievement. Parents of children with low achievement assigned extra homework more often than parents of children with high achievement. (Contains 4 tables and 50 references.) (KDFB)

ED 396 820 PS 024 255

Bryan, Jan K.
Literacy Partnerships and Scaffolding: Revisiting Vygotsky, Bassets, and Border Collies.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Constructivism (Learning); Early Childhood Education; Elementary Education; *Emergent Literacy; *Interpersonal Relationship; Preschool Children; Primary Education; Young Children
IDENTIFIERS- *Scaffolding; *Vygotsky (Lev S)

Two key concepts in the Vygotskian perspective, social interaction and scaffolding, have implications for emergent literacy. Children develop literacy as a result of trying to communicate with others in the environment. Vygotsky focused on literacy as purely social, influenced by a community of learners, including children, peers, and adults. Children increasingly understand the purposes of oral and written language as they observe how adults use literacy to construct and communicate meaning, and as they engage in literacy activities themselves. Children's creations of micro-communities, or literacy partnerships, during unstructured play and shared literacy activities, such as reading together, provide opportunities to rehearse the construction and communication of meaning and to engage in representational competence. As children come to understand the communicative nature of literacy, they form a link between their inner experience and the outer world. Vygotsky places greater emphasis on interaction among children and adults than on the transfer of knowledge from adult to child prevalent in current applications of the scaffolding perspective. As it is currently used, scaffolding suggests that adults provide the framework for literacy; whereas, Vygotsky suggested that children construct their own literacy framework. The scope and sequence of the scaffold is continually redesigned by the learner and facilitated by the literacy partner. Further research is needed on literacy partnerships to determine if they facilitate understanding of language and understanding of who constructs the scaffold. (Contains 25 references.) (KDFB)

ED 396 821 PS 024 256

Kermani, Hengameh; Brenner, Mary E.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Adolescents; Case Studies; Curriculum Design; *Educational Change; *Educational Quality; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; Program Effectiveness; *Rural Schools; School Restructuring; School Schedules; Staff Development; Student Needs; Team Teaching; Youth Problems
IDENTIFIERS- *Middle School Students

Intended as a guidebook for middle level educators as they seek to institute educational experiences appropriate to the adolescents in their programs, this book discusses the issues and assets of middle school education in rural settings. Chapter 1 of the book is an introduction, discussing the concept of middle school as applied to small rural school settings. This chapter also discusses the advantages and challenges that small rural schools have over larger schools in achieving the middle school concept. Chapter 2 deals with middle school components in small rural schools, with emphasis on the comparison of small rural schools and non-rural schools. Chapter 3 describes a study carried out to ascertain organizational structure, issues, and proposed solutions for implementing middle level programs in small rural schools. Chapter 4 discusses how rural schools can pursue the solutions described in the previous chapter, which include professional development, curriculum and instruction, interdisciplinary teams, common planning time, block schedules, and advisory programs. Chapter 5 presents two case studies of small rural schools involved in the middle school movement. Chapter 6 summarizes the strengths and weaknesses of small rural schools in meeting adolescent student needs and emphasizes the need for courage to risk failure as the foundation for educational change. Survey instruments from the study described in chapter 3 are appended. (MOK)

ED 396 841 PS 024 345

Greenstein, Doreen; And Others
Backyards and Butterflies: Ways to Include Children with Disabilities in Outdoor Activities.
PUB DATE- 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; Child Rearing; *Disabilities; Early Childhood Education; Family (Sociological Unit); *Learning Activities; *Outdoor Activities; Outdoor Education; Play; Recreational Activities; Rural Education; *Rural Environment; Special Needs Students; Young Children
IDENTIFIERS- *Outdoor Recreation

This sourcebook is designed for children, parents, and families, detailing ideas for outdoor play and learning activities, with emphasis on involving children with disabilities in outdoor play. A rural perspective permeates the guide, although each chapter contains ideas for making outdoor environments more accessible and safer for all children, in urban and rural settings. Safety messages are included throughout the book. The outdoor play ideas are intended as starting points to be

Health" (Vonnie C. McLoyd and Leon Wilson); (6) "The Health of Poor Children: Problems and Programs" (Lorraine V. Klerman); (7) "With a Little Help: Children in Poverty and Child Care" (Deborah A. Phillips); (8) "Poverty, Early Childhood Education, and Academic Competence: the Abecedarian Experiment" (Craig T. Ramey and Frances A. Campbell); (9) "Educational Acceleration for At-Risk Students" (Henry M. Levin); (10) "Cost-Benefit and Cost-Effectiveness Analyses of Interventions for Children in Poverty" (Henry M. Levin); (11) "Effective Programs for Children Growing up in Concentrated Poverty" (Lisbeth Bamberger Schorr); and (12) "Antecedents, Consequences, and Possible Solutions for Poverty among Children" (Aletha C. Huston). Each essay contains references. (MOK)

ED 396 860   PS 024 643

Robinson, Chester R.; Fuller, James O.
How Can We Help Make Schools Safe for Children?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Aggression; Behavior Problems; Educational Environment; Elementary Schools; Elementary Secondary Education; High Schools; Parent Participation; Parent Student Relationship; Peer Relationship; Prevention; Safety; Safety Education; *School Safety; *Violence
IDENTIFIERS- *Child Safety

The primary cause of anxiety for many parents today is protecting their children from acts of violence at school. This brochure discusses what steps parents and school administrators can take to make schools safer. First, the brochure discusses what is being done to ensure children's safety in school, such as teaching prevention skills, providing alternatives to gangs, improving school design, and monitoring visitors carefully. The brochure also explains how parents can help their children practice safe behavior: not talking to strangers, observing the safety-in-numbers rule, and choosing friends carefully. Next, the brochure provides suggestions for how parents can help ensure safety in their children's schools, including visiting frequently, becoming members of the school's parent teacher organization, and being acquainted with their children's friends and their families. Finally, the brochure lists organizations parents can contact for additional information. A list of sources related to the brochure is included. (HTH)

ED 396 861   RC 019 440

Plecki, Margaret
The Relationship between Elementary School Size and Student Achievement.
PUB DATE- 6 Apr 91
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information

Respondents also described several successful state-tribal agreements. The third chapter discusses strategies for states and tribes in resolving differences, including negotiated settlements, mediated agreements, litigation, and intergovernmental agreements. The next six chapters address state roles in Indian health, education, and child welfare; state-tribal economic development partnerships; states and the Indian Gaming Regulatory Act; seeking agreement on taxes; natural resource allocation and management; and environmental regulation. The last chapter includes recommendations for improving state-tribal relations and concludes that negotiated approaches to state-tribal disputes are the best strategy for strengthening democracy. Appendix includes a list of members of the Task Force on State-Tribal Relations and information on task force meetings. Contains references in each chapter and an index. (LP)

ED 396 877 RC 020 605

New Generation System. "An Interstate Information Network Serving America's Children."
PUB DATE- Mar 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; Access to Information; *Computer Networks; Consortia; Cost Effectiveness; *Databases; Elementary Secondary Education; *Information Networks; Information Services; Internet; *Migrant Education; Transfer Students; Users (Information)
IDENTIFIERS- *New Generation System

The New Generation System (NGS) is a computer network developed to transfer academic records of migrant students. NGS was developed as a result of the phasing out of the Migrant Student Record Transfer System. NGS is backed by a 29-state consortium that uses the Internet to transfer records because of its speed, availability, and cost-effectiveness. The system includes a computer interface that is "user friendly"; speed enhancement features making it possible to obtain student records from another state within minutes; security features including password authentication and systems that prevent data from being compromised while in transit; and continuous efforts at maintaining data integrity. In addition, NGS is capable of generating over two dozen reports that can be sent immediately to the user. A module to be implemented in the future will allow NGS users to design their own reports tailored to their data needs. NGS is cost-effective in that full funding is provided through a state membership fee. The only cost incurred by the school district is connection to the Internet. NGS is the first of the migrant data systems to pioneer the development of an Inter-System Communication package that allows NGS and the California migrant database to communicate. This allows users of NGS to access California migrant records as if they were a part of NGS. It is hoped that all state systems will adopt this package and give users access to records of migrant students nationwide. The future of NGS includes multimedia features in which users will be able to see a photo of the student, hear the student read, and view scanned papers of the students' work. Includes information for connecting to NGS. (LP)

ED 396 878 RC 020 612

Each lesson plan includes name of teacher and school; grade level; time needed; goals, objectives, and student outcomes; background information; needed materials and resources; procedures; assessment of outcomes; extensions and adaptations; and resources. (LP)

ED 396 894 RC 020 651

Garmhausen, Winona
History of Indian Arts Education in Santa Fe: The Institute of American Indian Arts with Historical Background 1890 to 1962.
PUB DATE- 88
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; American Indian Culture; *American Indian Education; American Indians; *Art Education; Artists; *Arts Centers; *Boarding Schools; *Educational Change; Educational History; Handicrafts; Higher Education; Secondary Education; Tribally Controlled Education; *Two Year Colleges; Vocational High Schools
IDENTIFIERS- *Institute of American Indian Arts NM; Institutional History

This book traces the history of the Institute of American Indian Arts in Santa Fe, New Mexico. Sections cover four time periods in the evolution of the Institute: the United States Indian Industrial School at Sante Fe, 1890-1932; the Santa Fe Indian School, 1930-62; and the Institute of American Indian Arts, 1962-70 and 1970-78. The United States Indian Industrial School at Santa Fe was opened to University of New Mexico students and to all Indian students in the Southwest in 1890. The school, which was part of the federal boarding school system, sought to provide vocational training that would allow young Indians to manage allotment lands they had received through the Dawes Act. Another purpose of boarding schools was to separate Indians from their families in hopes of breaking tribal ties and hastening acculturation. The Meriam Report of 1928, which evaluated Indian education, found among other deficiencies that the standardized curriculum based on White cultural values was ineffective in educating American Indian students. This report, along with widespread interest in Native American art, opened the door for the introduction of traditional Indian arts in the boarding school curriculum. In 1930 the school changed its name to the Santa Fe Indian School to reflect the school's change in focus. During the next 30 years, the school opened a new arts and crafts building, a painting studio, and initiated other improvements and additions. At the end of this period the arts program was floundering and a new direction was needed, thus in the fall of 1962 the official opening of the Institute of American Indian Arts took place. For the next 19 years, the Institute housed the nation's only all-Indian, all-arts training center. This center, which offered upper secondary and junior college programs, was the first to be controlled and supervised by the federal Indian Arts and Crafts Board, was funded directly by the Bureau of Indian Affairs, and was open to all Native Americans. Contains a bibliography and index. (LP)

ED 396 895 RC 020 652

The Hispanic Child.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 45p.; Photographs and illustrations will not reproduce

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 4; Intermediate Grades; *Parents; *Questioning Techniques; Science Instruction; *Scientific Concepts
IDENTIFIERS- *Buoyancy; Density

The purpose of this study was to determine parent/caregiver effectiveness at finding out their child's ideas about sinking, floating, and displacement. The quality and richness of responses obtained by the parent/caregiver were compared with responses from interviews of the same fourth grade students conducted by project staff. Twenty four students completed a unit-related activity and answered questions at home with their parent/caregiver before beginning a science unit at school. Science educators interviewed these same students after the home activities, but prior to instruction. Findings indicated that both parent/caregivers and science educators can elicit student ideas about specific science topics, however, the data obtained by the parent/caregiver was less informative. We speculate that this is a result of inadequate questioning strategies. Specifically, the parents/caregivers failed to ask follow-up questions when the child gave incomplete or irrelevant responses. This article provides a series of potential follow-up questions, ideas for helping parents/caregivers develop better questioning strategies, and outlines how these will be tested in the near future. Contains 17 references. (Author/MKR)

ED 396 914 SE 058 326

Schmidt, Hans-Jurgen
Students' Understanding of Molecular Structure and Properties of Organic Compounds.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; High Schools; *High School Students; *Identification; *Misconceptions; *Organic Chemistry; *Science Tests; Scientific Concepts; Scientific Literacy

The purpose of this study was to investigate senior high school students' difficulties predicting the existence of hydrogen bridge bonds between organic molecules, investigate students' difficulties predicting the relative boiling points of simple organic compounds, and develop test questions that enable teachers to quickly get information about their students' difficulties. Fourteen free-response and multiple-choice questions were administered to 4,846 senior high school students. Students were not only asked to check an answer they regarded as correct, but also to give a reason for their choice. Results indicated that students' understanding of intermolecular forces is not precise enough. They did not consider all criteria that were necessary to predict whether molecules form hydrogen bonds. Students also had difficulties predicting the relative boiling points of unbranched and branched alkanes, mainly because they used the chain length as a criterion for their prediction. The study shows that systematic development of test items is crucial to avoid students using incorrect strategies to arrive at the correct answer. Tests that do not meet this criterion could produce misleading results. The multiple-choice items developed in this

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Cooperative Learning; Educational Strategies; Higher Education; *Independent Study; *Learning Activities; *Lifelong Learning; *Medical Education; *Problem Solving

An important mandate of higher education is to provide students with the skills and strategies required to become self-regulating lifelong learners. This paper analyzes and interprets data gathered from two instructional settings both of which have been structured to promote self-regulated or self-directed learning. It includes an interpretation of a series of discussions with medical students regarding their impressions about what makes the problem-based learning (PBL) environment successful and juxtaposes this with experiences related to promoting self-regulated learning through the strategic content learning (SCL) approach. The practice of PBL and SCL are examined in order to provide insight into how a collaborative learning environment can be orchestrated so as to simultaneously promote self-regulation, lifelong learning, and mastery of the core curriculum. The findings are interpreted using a theoretical framework based on notions of learning in a community and implications for the way in which participants learn to orchestrate and contribute to a community of learners oriented toward self-regulated learning and practice are discussed. Findings indicate that building a community of learners who are involved in strategic self-regulation requires careful orchestration on the part of the instructor. Contains 27 references. (JRH)

ED 396 936 SE 058 602

Selected Data on Science and Engineering Doctorate Awards: 1995. Selected Data Tables.
PUB DATE- 96
NOTE- 97p.; For the 1994 report, see SE 058 638.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; *Engineering; Graduate Surveys; Higher Education; *Sciences

The data presented in this report show trends in doctorate awards by science and engineering field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The source of the data is the Survey of Earned Doctorates (SED) conducted annually for the National Science Foundation (NSF) and four other Federal agencies by the National Research Council. Approximately 94 percent of the annual cohort of doctorate recipients in 1995 responded to the questionnaire. (JRH)

ED 396 937 SE 058 603

Atweh, Bill, Ed.; And Others
Research in Mathematics Education in Australasia, 1992-1995.
PUB DATE- 96
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; Elementary Secondary

collaborative aimed at introducing and attracting children to science and scientific careers in the Cleveland School District. This project originated in the community and brought a wide array of resources to the schools involved. The outcomes of the program are discussed, including teacher reactions to the program. Four lessons were drawn from the work of the collaborative: (a) management of a collaborative needs to be flexible to meet changing demands on members, (b) providing access to community resources enhances teaching and learning in schools, (c) participation of the principal and key teachers is vital to the success of community-based initiatives, and (d) monitoring program process and outcomes provides valuable guides for action. It was concluded that the CLASS program is an example of a community-based initiative showing how a number of institutions coalesced around overlapping goals, were sensitive to the schools' needs, relied on successful staff development models, and built structures and activities to enhance science teaching. (JRH)

ED 396 960 SE 058 708

Statement of Principles on Technology in the Reform of Mathematics and Science Education.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Technology; Elementary Secondary Education; *Mathematics Education; Position Papers; *Science Education; *Telecommunications
IDENTIFIERS- *Department of Education; *National Science Foundation

The future National Information Infrastructure (NII) promises every business, government agency, hospital, home, library, and school in the United States access anywhere, anytime to voice, data, full-motion video, and multimedia applications. The impact of the NII in learning--for children, older students, and lifelong learners--will be substantial and far reaching. The Department of Education and the National Science Foundation affirm a commitment to foster the research and development of communications and information technologies and their integration into educational environments of all types. The U.S. Department of Education and the National Science Foundation believe that the appropriate use of technology can improve teaching and instruction, expand and enrich learning opportunities, support systemic change, link schools and learning sites to the broader society, and provide equal access to educational opportunities. (MKR)

ED 396 961 SE 058 711

Humphrey, Daniel C.; And Others
Evaluation of the Dwight D. Eisenhower Mathematics and Science State Curriculum Frameworks Projects: First Interim Report, 1996.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Beyond the Textbook: Teaching History Using Documents and Primary Sources.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; *History Instruction; History Textbooks; Humanities; Preservice Teacher Education; *Primary Sources; Secondary Education; Social Studies; *Teacher Education; *Textbooks
IDENTIFIERS- Rhode Island (Providence)

This book highlights case studies from Providence, Rhode Island, of history and social studies classes in grades 7 through 12. Rather than use textbooks to study history, the students used documents and primary sources to construct history, acting as historians and drawing their own conclusions from the past. Accounts of classroom lessons, discussion topics, sample handouts and primary sources, along with excerpts from students' writings are presented. Chapters include: (1) "Constructing History"; (2) "For Their Own Reasons"; (3) "Setting the Table"; (4) "Simple Rules"; (5) "The Essential Enterprise"; and (6) "Let the Future Write the Past." (EH)

ED 396 982 SO 026 534

Heneveld, Ward; Craig, Helen
Schools Count: World Bank Project Designs and the Quality of Primary Education in Sub-Saharan Africa. Africa Technical Development Series. Technical Paper Number 303.
PUB DATE- 96
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- African Studies; Cross Cultural Studies; *Developing Nations; *Economic Development; Educational Research; Effective Schools Research; Elementary Education; Foreign Countries; *Functional Literacy; *International Education; *Literacy Education
IDENTIFIERS- *Africa (Sub Sahara); *World Bank

This study reports on the extent to which project designs of World Bank-supported primary education projects in Sub-Saharan Africa take into account the school characteristics that are necessary for effective education. Using a conceptual framework that summarizes research findings on the characteristics of effective schools, the report presents an analysis of how well 26 project preparation documents incorporate community support, supervision, teacher development, textbooks, and facilities into their designs. Based on the analysis, the report draws conclusions about the potential effectiveness of the projects' planned interventions in improving student learning, and it recommends changes in the way the World Bank assists governments in planning and implementing educational reform. Chapters include: (1) "Background and Introduction"; (2) "Methodology"; (3) "The Characteristics of Effective Schools"; (4) "World Bank Lending to Improve the Quality of Primary Education in Sub-Saharan Africa"; and (5) "Implications and Recommendations." (Contains 5 annexes and approximately 240 references.) (Author/EH)

ED 396 983 SO 026 535

trends in parental involvement and the hidden assumptions on which many such programs are based. It is argued that many schools and teachers thwart their own efforts at parental involvement by demanding that any communication with parents must take place entirely on the teacher's or school's terms, despite the proliferating body of recent research suggesting that effective education in a diverse society benefits from a broadening of the traditional boundaries around school services. Part 2 explores the role of the classroom teacher in developing a partnership with families and the community within the context of transformative education. Central to this role are participatory research, dialogue, and co-authorship of family books, all of which serve to validate the parent and community voice while integrating home and school contexts. Co-authorship of family books is suggested as a way to enable parents to critically analyze experiences from their own literacy development, their present educational relationship to their children, and their visions for a home and school partnership. Part 3 presents findings from a participatory research project conducted with first-grade parents in a multicultural, multilingual public school setting. In Part 4 suggestions are provided for teachers interested in initiating similar projects with their own classes, followed by Part 5 which offers examples of other programs that engage families and communities in collective education. (Contains 80 references.) (PB)

ED 397 002   SP 036 678

Harbeck, Karen M., Ed.
Coming Out of the Classroom Closet: Gay and Lesbian Students, Teachers and Curricula.
PUB DATE- 92
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Homophobia; *Homosexuality; Individual Development; Lesbianism; *Minority Group Children; *Minority Group Teachers; Secondary School Students; Secondary School Teachers; Social Bias; Student Characteristics; Student Rights; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Bisexuality; Diversity Concept; *Homosexual Teachers

This book presents a collection of 10 research reports and essays on homosexuality and education. After an introduction by Karen M. Harbeck, chapters include: (1) "Addressing the Needs of Lesbian, Gay, and Bisexual Youth: The Origins of PROJECT 10 and School-Based Intervention" (Virginia Uribe and Karen M. Harbeck); (2) "Educators, Homosexuality, and Homosexual Students: Are Personal Feelings Related to Professional Beliefs?" (James T. Sears); (3) "Liberal Attitudes and Homophobic Acts: The Paradoxes of Homosexual Experience in a Liberal Institution" (William P. Norris); (4) "Gay and Lesbian Educators: Past History/Future Prospects" (Karen M. Harbeck); (5) "Living in Two Worlds: The Identity Management Strategies Used by Lesbian Physical Educators" (Sherry E. Woods and Karen M. Harbeck); (6) "From Hiding Out to Coming Out: Empowering Lesbian and Gay Educators" (Pat Griffin); (7) "Images of Gays and Lesbians in Sexuality and Health Textbooks" (Mariamne H. Whatley); (8) "Teaching Lesbian/Gay Development: From Oppression to Exceptionality" (Anthony R. D'Augelli); (9)

communication is suggested. (Author/MSE)

ED 396 551 FL 023 909

Takahashi, Satomi
Transferability of L1 Indirect Request Strategies to L2 Contexts.
PUB DATE- 93
NOTE- 37p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Interlanguage; *Interpersonal Communication; *Japanese; *Language Patterns; Language Processing; Language Research; Language Usage; Linguistic Theory; *Pragmatics; Second Language Learning; *Transfer of Training
IDENTIFIERS- *Requests

A study investigated the extent to which five Japanese indirectness strategies, used to make indirect requests, transfer to situations in which Japanese learners of English make indirect requests in English. The effects of language proficiency on this transferability were also examined. Subjects were 37 Japanese learners of English as a Second Language (ESL), divided into two groups (high and low) based on English proficiency. They were administered a questionnaire presenting four situations designed to elicit requests. After each situation, five different requests were presented, to be rated by the subjects according to their acceptability. The situations were offered first in Japanese, then in English. Subjects' responses were analyzed for evidence of transfer of strategy from Japanese to English. Results show that contextual factors played a major role in determining transferability at the pragmatic level, and some proficiency effects on transferability of those request strategies were also identified. Contains 44 references. (Author/MSE)

ED 396 552 FL 023 910

Eslamirasekh, Zohreh
A Cross-Cultural Comparison of Requestive Speech Act Realization Patterns in Persian and American English.
PUB DATE- 93
NOTE- 21p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Comparative Analysis; Contrastive Linguistics; Cross Cultural Studies; Higher Education; *Intercultural Communication; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Native Speakers; *North American English; *Persian; *Pragmatics; Speech Acts; Uncommonly Taught Languages
IDENTIFIERS- *Requests

This study compared patterns in the requests of native Persian-speakers (n=50) and native speakers of American English (n=52) model of selected aspects of the target language system. There was less evidence that the pupils were making a conscious use of such models; they were drawing on already-internalized knowledge and employing strategies of a holistic, rather than analytic, nature. Overall findings suggest an association between consciousness-raising activity in these classrooms and the language development of some of the pupils surveyed. (Contains 14 references.) (Author/NAV)

ED 396 571 FL 023 933

Chambers, Francine
Learners' Accounts of Their Errors in a Foreign Language: An Exploratory Study.
PUB DATE- 94
NOTE- 17p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; English (Second Language); *Error Analysis (Language); Foreign Countries; French; Interviews; Learning Strategies; Secondary Education; *Second Language Learning; Student Attitudes; Teacher Attitudes; *Written Language

This paper investigates the error analysis thought processes of foreign language learners regarding their written examples of the language under study, suggesting that consciousness plays a part in instructed second language acquisition. The study assumed that individual learners could offer insights into interim states of their developing grammar by commenting on their second language written productions. Data was gathered from one-on-one interviews with students, aged 15 years, who had been learning French for 4 years. Mistakes that were discussed with each student were taken from their own written compositions of approximately 120 words, which described a set of pictures that narrated a story. Core interview mistakes under discussion included use of verb tense, direct versus indirect pronoun, and the apostrophe; actual examples from the written exercise illustrate these "typical" mistakes. Insights gained from this study reveal that students have different reasoning from teachers about mistakes and how difficult it is for the teacher or researcher, who knows the language well, to see that language through the eyes of the learner. The study also revealed that the views of the learner can provide useful insights into language and learning. (Contains 22 references.) (NAV)

ED 396 572 FL 023 934

Kenner, Charmian
Crocodile Dundee Meets His Match in Urdu: Brixton Primary School Children Shape a Multilingual Culture.
PUB DATE- 94
NOTE- 10p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; *Classroom Communication; Cultural Influences; Cultural Pluralism; *Discourse Analysis; Elementary Education; English (Second Language); Foreign Countries; Hindi; Intercultural Programs; *Language of Instruction; Learning Strategies; *Multilingualism; Role

Language in Context--Workbook
PUB DATE- 93
NOTE- 628p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; Comprehension; Course Organization; Cultural Awareness; Cultural Education; Difficulty Level; Error Analysis (Language); Grammar; Immersion Programs; *Instructional Development; Interlanguage; *Language Proficiency; *Language Tests; Lesson Plans; Linguistic Theory; Listening Skills; Reading Instruction; Reading Skills; Recordkeeping; Records (Forms); Second Language Instruction; Second Language Learning; *Second Languages; Skill Development; Student Evaluation; Student Records; Teacher Education; Teaching Methods; Testing Problems; Workbooks; Writing (Composition); Writing Instruction
IDENTIFIERS- ACTFL Proficiency Guidelines; Content Area Teaching

The text and accompanying workbook are designed to help second language teachers explore theories of language teaching and learning, deriving a set of hypothesized principles for classroom teaching based on the concept of proficiency and suggesting classroom techniques using them. The first two chapters outline and expand on both theoretical and practical insights into the nature of proficiency. Chapter 3 presents the hypothesized principles. The fourth chapter reviews research on the role of context in comprehension and production of discourse, and the fifth offers suggestions for contextualizing listening and reading practice. Chapters 6 and 7 provide guidelines for contextualizing practice in speaking and writing and for activities integrating all language skills. In chapter 8, the treatment of culture in language teaching is addressed. Chapter 9 presents formats for proficiency-oriented classroom testing, and the final chapter illustrates how daily lesson planning can be proficiency-oriented. Appended materials include American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, samples of error coding procedures for written work, and forms useful for course evaluation. The workbook contains exercises keyed to each chapter. (MSE)

ED 396 591 FL 023 976

August, Diane, Ed.; McArthur, Edith, Ed.
Proceedings of the Conference on Inclusion Guidelines and Accommodations for Limited English Proficient Students in the National Assessment of Educational Progress (Washington, D.C., December 5-6, 1994).
PUB DATE- May 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Federal Legislation; Federal Regulation; Identification; *Information Needs; *Limited English Speaking; *National Surveys; Reliability; *Research Methodology; *Sampling; Testing; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

This report presents the results of a working meeting to provide guidance to staff at the National Center for Education Statistics on: (1) establishing guidelines for inclusion of limited-English-proficient (LEP) students in the National

Changes in the Higher Education Curriculum" (Paul Corrigan et al.); (4) "Supporting Students and Lecturers in the Learning and Teaching of Skills" (Adrienne Clarke and Frances Tomlinson); (5) "Student Enterprise: A Forum for Building on Transferable Skills" (Ruth Watson); (6) "Profiling Work Experience in Consumer Studies" (Sue Bailey); (7) "The Use and Value of Profiling on a B.A. Business Studies Placement" (Stuart Allen et al.); (8) "Profiling Transferable Skills in the Social Sciences" (David Taylor); (9) "Film Studies' Record of Achievements" (K. MacKinnon); (10) "Profiling the Year Abroad in Modern Language Degrees" (M. Duenas-Tancred and I. Weber-Newth); (11) "Profiling in Chemistry Courses" (Barbara A. Page); (12) "Profiling in an Integrated B.A. Business Studies Programme" (Anne Brockbank); (13) "Getting into Print: An Introduction to the Publishing Industry" (Trevor Joscelyne); (14) "Oral History for Undergraduates: A Skills Perspective" (Kathryn Castle); (15) "Drawing in Interior Design: The Portfolio" (Susan Williamson); and (16) "Developing Grammatical Skills for Language Learners" (Nicole McBride and Karen Seago). A glossary of abbreviations is attached. (Some essays contain references.) (DB)

ED 396 610   HE 029 235

Paludi, Michele A., Ed.
Sexual Harassment on College Campuses. Abusing the Ivory Power. SUNY Series, The Psychology of Women.
PUB DATE- 96
NOTE- 311p.; A revised and expanded edition of "Ivory Power: Sexual Harassment on Campus."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Codes of Ethics; College Faculty; College Students; *Counseling Techniques; Definitions; Due Process; *Educational Malpractice; Grievance Procedures; Higher Education; Intervention; Legal Problems; Policy Formation; *Power Structure; Prevention; Psychological Patterns; Racial Bias; Sex Discrimination; Sexual Abuse; *Sexual Harassment; *Teacher Student Relationship

The 13 papers in this book deal with issues concerning sexual harassment on college campuses including the abuse of power and ways to set up policy statements and develop effective grievance procedures. Part 1 examines legal, methodological, and conceptual issues of harassment; Part 2 considers issues of abuse of the power of the professoriate and "consensual relationships"; Part 3 discusses individual and institutional approaches to campus interventions in sexual harassment. The papers are: (1) "Legal Issues" (Barbara Watts); (2) Sexual Harassment: The Definition and Measurement of a Construct" (Louise F. Fitzgerald); (3) "The Interface of Racism and Sexism on College Campuses" (Darlene C. Defour); (4) "The Perils and Promise of Studying Sexist Discrimination in Face-to-Face Situations" (Bernice Lott); (5) "Men in the Academy: A Psychological Profile of Harassers" (Sue Rosenberg Zalk); (6) "What's Wrong with Faculty-Student Consensual Sexual Relationships?" (M. Cynara Stites); (7) "Individual Training of Sexual Harassers" (Jan Salisbury and Fredda Jaffe); (8) "University Consensual Relationship Policies" (M. Cynara Stites); (9) "Sexual Harassment and Rape: A Continuum of Exploitation" (Kathryn Quina); (10) "Coping with Sexual course knowledge on their job. Phase 1 surveyed all management majors graduating from the institution between 1988-1992, asking graduates to estimate the percentage of useful knowledge gained from each component of their undergraduate curriculum. Of the 94 completed surveys returned, 62 were from individuals who had not gone on to graduate study. An analysis of variance identified 13 graduates with very "high" levels of knowledge utilization. Phase 2 consisted of in-depth interviews with 12 of these graduates. Findings revealed that interviewees felt that: (1) competencies essential for performing successfully as a manager are the ability to write, speak and work well in a group and to understand one's own uniqueness; (2) general education courses contributed the knowledge utilized in these competencies; (3) little of course content presented by faculty resided "top of mind"; (4) a "feeling of knowing" comprised an important element in grounded theory; (5) theoretical course knowledge was perceived as such; and (6) teachers and teaching were at the center of all truly meaningful classroom experiences. (Contains nine references.) (Author/CK)

ED 396 630 HE 029 260

Sottile, James, M., Jr.
College Student Development and Alcohol Use among First Year Female College Students.
PUB DATE- Jun 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; Alcoholism; Case Studies; *College Freshmen; Counseling Services; Drinking; Drug Education; Educational Environment; Females; Higher Education; Interviews; Literature Reviews; Peer Influence; Qualitative Research; *School Counseling; School Orientation; *Social Development; *Student Development

This study examined the effects of alcohol use on the transition experiences and development of eight female freshman college students. The theories developed by Erikson, Chickering, Perry, Kohlberg, Gilligan, Belenky, and Eisenhart were examined and related to student development. A qualitative case study research design involved data collection by means of interviews and observation. Findings indicated that six of the students regularly participated in underage drinking and all described having poor academic guidance and feeling a sense of failure. Analysis of interviews with the students identified the following common themes: social activities, making new acquaintances, bonding with others in the residence hall, peer influence, responsibility for self, and academic pressures. Results suggested that: (1) social support networks should be established in academic settings to help foster student development; (2) drug education, drug-related student assistance, academic support services, and orientation should be developed to assist college freshmen; and (3) the issue of underage drinking should be addressed by all college departments. (Contains 63 references.) (Author/CK)

ED 396 631 HE 029 261

Nationally Recognized Accrediting Agencies and Associations. Criteria and Procedures for Listing by the U.S. Secretary of Education and Current List.
PUB DATE- Aug 93

first is on the Management Assessment Task, a qualitative assessment of the financial aid operations affecting Title IV programs. The second chapter is on the Management Enhancement task, which considers how to use the results from the assessment task to implement enhancements. Part 2 presents three chapters on: the quantitative review and improvement process including the Annual Measurement Task (for quantitative assessment of the administration of Title IV funds); the Quality Improvement Task (uses results of the previous task to identify and implement quality improvements); and reporting requirements to the Department of Education. Appendixes provide a student consumer information checklist, a glossary of terms, a listing of acronyms, guidelines for Department's recognition program, QAP workbook worksheets, and guidelines for the derivation of sample sizes. (DB)

ED 396 649 HE 029 289

Precertification Training, 1995-96: General Administration Section and Program Delivery Section.
PUB DATE- 96
NOTE- 483p.; For related documents, see HE 029 288-291. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Administration; Compliance (Legal); *Eligibility; Federal Legislation; Federal Programs; Government School Relationship; Grants; Higher Education; Management Development; *Need Analysis (Student Financial Aid); *Program Administration; *Student Financial Aid; Student Loan Programs; Workshops; Work Study Programs
IDENTIFIERS- *Higher Education Act Title IV; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

This package of training materials is intended for participants in a workshop for administrators at institutions of higher education involved in administering student financial aid programs under Title IV of the Higher Education Act. The workshop agenda is divided into two segments of 28 sessions over 5 days. Segment 1 consists of 11 sessions concerned with general administration. Sessions cover: an introduction, overview of Title IV programs, student eligibility, institutional and program eligibility/participation, satisfactory academic progress, refunds and repayments, chief executive officer/president responsibilities, fiscal officer responsibilities, financial aid administrator responsibilities, evaluation, and segment wrap-up and evaluation. Segment 2 focuses on program delivery in 17 sessions on: the Free Application for Federal Student Aid; applying for Title IV aid; federal need analysis; federal output documents; verification, updating, and corrections; performing verification, updating, and corrections; calculating cost of attendance; the campus-based programs; processing campus-based awards, packaging, adjustments and professional judgment; calculating Federal Pell Grant cost of attendance; the payment voucher, institutional payment summary, and related reports; the Federal Family Education Loan Program and the William D. Ford Federal Direct Loan Program; certifying and delivering Federal Family Education loans; overpayments and overawards; Title IV reporting requirements; and segment wrap-up/evaluation.

Leu, Donald J., Jr.
Designing Hypermedia To Connect Reading and Writing through Children's Literature.
PUB DATE- 94
NOTE- 10p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, MA, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Computer Software Development; Computer Software Evaluation; Electronic Mail; *Electronic Text; Grade 4; *Hypermedia; Intermediate Grades; Learning Processes; *Literacy Education; Multimedia Materials; Problems; Reader Response; *Reading Instruction; Writing Assignments; *Writing Instruction
IDENTIFIERS- Presentation Mode

This paper argues that while hypermedia and multimedia contain great promise for supporting literacy learners engaged in reading children's literature, software in this area has generally failed to consider the potential of connecting reading and writing experiences within the same electronic environment; reading and writing software has generally been developed for separate instructional purposes. The paper begins by describing the advantages to using children's literature for supporting literacy development. It then describes the multiple advantages of literacy experiences that connect reading and writing around children's literature: cognitive, analytic, social, and pragmatic. It discusses how a passage from James and the Giant Peach was developed as hypermedia "think piece," allowing us the opportunity to consider how reading and writing connections might be developed that are grounded in research on literacy development within traditional, static texts. It show how design elements such as E-mail, a reader response journal, and an electronic bulletin board, used within the reading experience, can support literacy learners by connecting reading and writing with a hypermedia context. Examples of written communication from a fourth grade classroom are described to demonstrrate the power of this type of design to support children's literacy learning in areas such as comprehension, response, critical thinking, and communication. (Contains 23 references.) (Author)

ED 396 670 IR 017 846

Mohl, Robert
Learning Where the Truth Lies: Use and Abuse of Multimedia.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Credibility; Design Preferences; Foreign Countries; *Instructional Design; *Multimedia Materials; Plagiarism; *Responsibility
IDENTIFIERS- Information Value; Interactive Computer Systems; *Truth; *Visual Displays

The ease and glamour of multimedia seem to be shifting the

Cordes, David; And Others
Breadth-Oriented Outcomes Assessment in Computer Science.
PUB DATE- 94
NOTE- 9p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *College Seniors; *Computer Science; *Educational Assessment; *Evaluation Methods; Higher Education; Introductory Courses; *Knowledge Level; Pilot Projects; *Program Evaluation; Undergraduate Students
IDENTIFIERS- University of Alabama

Little work has been done regarding the overall assessment of quality of computer science graduates at the undergraduate level. This paper reports on a pilot study at the University of Alabama of a prototype computer science outcomes assessment designed to evaluate the breadth of knowledge of computer science seniors. The instrument evaluated two areas: technical knowledge and knowledge of computing history and culture. The exam, which was presented to students unannounced during a regularly scheduled class meeting, consisted of 100 questions that covered the basic areas of the discipline. Results indicated: (1) graduating seniors have a degree of breadth knowledge roughly consistent with what one would expect; (2) the introductory breadth course does not provide breadth knowledge equivalent to what seniors obtain after taking several advanced depth courses, although a substantial amount of breadth material is covered in that course; and (3) students have little knowledge of computing history and culture at all levels of the curriculum. (Contains 10 references.) (Author/AEF)

ED 396 692 IR 017 868

Pulliam; Sylvia Clark
Ethics and Computer Scientists.
PUB DATE- 94
NOTE- 10p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science; *Educational Practices; *Ethical Instruction; Higher Education; *Surveys; Tables (Data); *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Computer Ethics; *Computer Use; Kentucky

The purpose of this study was to explore the perceptions that computer science educators have about computer ethics. The study focused on four areas: (1) the extent to which computer science educators believe that ethically inappropriate practices are taking place (both on campus and throughout society); (2) perceptions of such educators about which practices in computer science have ethical connotations; (3) the extent to which such educators perceive that computer ethics are an appropriate topic to be addressed in computer science classes and which topics with ethical implications should be taught in the classroom; and (4) what teaching methods should be used if computer ethics is taught at the college level. Respondents included 87 (out of 144 surveyed) full-time faculty members who teach computer science classes at

DESCRIPTORS- Access to Information; College Students; Computer Attitudes; *Computer System Design; Computer Uses in Education; *Display Systems; Higher Education; Information Technology; Questionnaires; *Student Attitudes
IDENTIFIERS- *Kiosks; *Multimedia Computer Systems; University of Texas Austin

Interactive kiosks are becoming very popular in industries, educational institutions and public facilities. This paper discusses the design and development of a multimedia kiosk (Project iTOWER) by the University of Texas at Austin using the state-of-the-art technology and reports the results of the use of this system by students. The kiosk provides various types of information online through the media of text, color graphics, animation, audio, and video. New segments are being added on a continual basis. The ultimate objective of Project iTOWER is to use advanced computer technology to create a single point of access for the widest possible array of official University services, and enable people to conduct official business with the University electronically and at their convenience. To evaluate how students feel about using these multimedia kiosks, 69 undergraduate and graduate students were asked fill out a questionnaire after the use of the Project iTOWER system. Questions focused on how the kiosks are used; what information and what types of media users are interested in; and preference of using multimedia kiosks to other forms of delivery systems. Results indicated: the average time for using the system was 19.25 minutes; the overall impression of the system was 3.97 on a 5-point Likert scale; the most frequently accessed information by the students includes campus maps, maps of shuttle bus routes, stories about the University through videos and animation, and financial aid information; ratings by first-time users were consistently higher than those by non first-time users; the undergraduate students gave consistently higher ratings than the graduate students; and female students rated the usefulness of the system higher than the males. (Contains 10 references.) (AEF)

ED 396 712 IR 017 924

McDaniel, Kathleen; Liu, Min
A Study of Project Management Techniques for Developing Interactive Multimedia Programs: A Practitioner's Perspective.
PUB DATE- Mar 96
NOTE- 31p.; Paper presented at the annual International Conference on Technology and Education (ICTE) (New Orleans, Louisiana, March, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Software Development; Designers; Evaluation Methods; Fund Raising; *Instructional Development; Interviews; Literature Reviews; *Management Systems; Marketing; Multimedia Materials; Proposal Writing
IDENTIFIERS- *Project Management

Following a review of the literature, this paper reports on a study conducted with multimedia developers on their use of project management systems. The research questions that guided this study focused on whether multimedia developers use project management techniques; which kind they use; and which management techniques are of particular importance to multimedia development. Five project managers with different backgrounds were identified as successful. Based on an instructional development (ID) model described in the participation; and evaluate and revise. Educators and administrators need to be properly prepared to promote and manage technology that is useful to education. (AEF)

ED 396 730 IR 017 943

Lee, Kar-Tin
Factors Affecting Teachers and Trainers in the Use of a Bulletin Board System: A Report.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Mediated Communication; Computer Uses in Education; *Electronic Mail; Foreign Countries; Graduate Students; Higher Education; Questionnaires; *Student Attitudes; *Teleconferencing
IDENTIFIERS- *University of Melbourne (Australia)

For the past three years, a bulletin board system (BBS) has provided messaging and computer conferencing facilities for the students and staff of the Graduate Diploma in Information and Communication Technology Education course at the University of Melbourne (Australia). In order to more accurately assess how these students coped with the use of a BBS, a 12-item questionnaire survey was administered to 66 students who were enrolled in the course. The aims of the survey were to determine the level of student involvement in the use of the BBS; identify students' principal concerns; and ascertain learner perceptions and satisfaction. In addition, it was intended to establish the need for appropriate resources to ensure more effective integration of technology, particularly in the use of electronic communications, in future course planning. The most frequent criticism of the program by the students was that not enough time was given for familiarization with the medium. Overall, there was a very positive response to the use of electronic communications or computer mediated delivery of courses, provided that a high level of support is available. (Author/AEF)

ED 396 731 IR 017 944

Mason, Jon
Determining the Scope of Online Delivery at a Traditional Research-based University.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Distance Education; Foreign Countries; Higher Education; Information Technology; Instructional Development; *Online Systems; Professional Development; Program Development; *Teacher Education
IDENTIFIERS- *University of Melbourne (Australia)

conclusion. (Contains 10 references.) (Author/SWC)

ED 396 746 IR 017 959

Wild, Martyn
Perspectives on the Place of Educational Theory in Multimedia.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; Computer Uses in Education; Constructivism (Learning); Educational Strategies; *Educational Technology; *Educational Theories; Foreign Countries; Information Technology; *Learning; Multimedia Instruction; *Multimedia Materials; *Teaching Methods
IDENTIFIERS- Listservs

A number of themes and issues emerge in any discussion about educational theory, learning and instruction. Interactive multimedia provides another vehicle to consider and reconsider the place of educational theory, and particularly theories centered on student learning, in the design of multimedia. This paper discusses some of the prevalent issues that emerged as part of the educational theory strand to the Mini-conference for Practitioners of Educational Interactive Multimedia (Curtin University, Australia, July 7-9, 1995). The paper also reflects issues related to a similar debate being had more widely amongst developers and users of interactive multimedia, a debate particularly evident from time to time on IT-FORUM, an electronic listserv, designed as a virtual forum for debate in the field of instructional technology. Issues discussed include: a definition of the term "learning"; the learner's style and approach to learning; context and situation for learning; the role of constructionism; conditions of learning; and cognitive tools for learning, including the role of the computer as a cognitive tool. Guidelines for the implementation of multimedia for effective instruction will be different depending on each individual person's learning style and approach to learning, and the nature and context of the instructional situation. For some instructional situations, it is relatively easy to provide a set of guidelines for effective instruction. For others, it is impossible to provide "guidelines" but possible to describe the types of "conversations" or "interactions" between instructor and learner that contribute to, and even define, the learning process. Multimedia as a technology imposes a set of restrictions upon learning, as well as some opportunities. These restrictions are not always present in more traditional instructional contexts. As a result, multimedia may not be an ideal medium for all types of instruction--it does not, for example, represent conversation, dialogue, or negotiation very well as learning processes. (Contains 21 references.) (Author/SWC)

ED 396 747 IR 055 918

Wallis, Judith
A Comparison of Two Methods of Teaching Library Information Skills to Fourth Graders.
PUB DATE- 96

activity in libraries. While there are multiple causes for security problems, studies have shown that most mutilation and theft is done by patrons who do not understand replacement costs, do not care about the needs of others, and do not know they are committing a crime when they mutilate or steal from the library. Various authors have urged educating this type of patron to cut down on security problems. Library staff cause some problems by not knowing what security problems are and how to deal with them. They also do not always enforce the rules consistently, which may make security problems worse. Librarians are taking steps to deal with security issues by installing electronic security systems, addressing areas such as building design, using identification cards, and educating patrons. (Contains 64 references.) (Author/SWC)

ED 396 766   IR 055 939

Tennant, Roy
Practical HTML: A Self-Paced Tutorial. Internet Workshop Series Number 6.
PUB DATE- 96
NOTE- 105p.; Includes Macintosh and Windows disks containing practice exercises.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Software Development; Design Preferences; Guidelines; Internet; Learning Activities; Learning Modules; *Programming Languages; Screen Design (Computers); *World Wide Web
IDENTIFIERS- *HTML

This book is a practical guide on how to create a Web document complete with images, links, tables, and forms, and how to make it appealing according to the principles of design and style. Step-by-step instructions for working through a series of practice exercises are provided to be used in the creation of a document using text and image files that are on the two disks supplied with this book. The guide also includes information about HTML software for authoring, validating, and translating as well as valuable tips and techniques. The book is divided into two main sections: "Module 1: Basic HTML" and "Module 2: Beyond Basics" and their accompanying materials. Each module includes an introduction to a set of concepts and tags followed by an exercise for using the new material. A "Quick Reference" section at the end of the book includes a glossary, HTML tags (in alphabetical order), basic HTML tags (arranged by function), and guidelines for Web document style and design. Answers to the exercises are appended. (AEF)

ED 396 767   IR 055 940

Reed, Sally Gardner, Ed.
Creating the Future: Essays on Librarianship in an Age of Great Change.
PUB DATE- 96
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Libraries; Access to Information; *Change

A statistical overview is provided of trends in enrollment, student characteristics, and staffing in Washington's community and technical colleges as of fall 1995. The report first examines patterns of enrollment by funding source for full-time equivalent students (FTE's) and other students; changes in student characteristics from 1993 to 1995; students purpose of attendance, full- and part-time status, and planned length of attendance; and the impact of tuition waivers. Next, the demographics of students served are detailed for 1993 to 1995. The following sections present information on student characteristics for selected programs, state supported course enrollment, and contract supported course enrollment. Information on staff characteristics is then provided for 1993-95. Finally, data on enrollment, funding sources, and student characteristics are presented for 29 community colleges and college districts and 5 technical colleges for fall 1995. Highlighted findings include the following: (1) the Washington community and technical colleges served 228,550 students in fall of 1995, compared to 229,978 in fall 1994; (2) 53% of state-supported students were enrolled full-time; (3) 48% of state FTE's were enrolled for workforce training purposes and 40% for transfer; (4) 21% of the student population were students of color; and (5) full-time faculty provided 54% of all instruction in fall 1995, declining from 55% in fall 1994. (TGI)

ED 396 785 JC 960 412

Walleri, R. Dan; Stoering, Juliette M.
The Assessment Matrix: Communicating Assessment and Accountability Requirements to the Campus Community.
PUB DATE- Jun 96
NOTE- 22p.; Paper presented at the Consortium for Community College Development's Annual Summer Institute (8th, Charleston, SC, June 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Accreditation (Institutions); *College Planning; Community Colleges; Institutional Research; *Interschool Communication; *Matrices; *Self Evaluation (Groups); *Time Management; Two Year Colleges
IDENTIFIERS- *Management Practices; Mount Hood Community College OR

In response to increasing assessment and accountability requirements, Mt. Hood Community College, in Oregon, developed an assessment matrix specifying major accountability requirements and established a calendar to help departments understand the necessary sequences for fulfilling these requirements. The matrix lists the various measures or indicators of effectiveness grouped among headings for student retention, outcomes, and success; special populations and disadvantaged; and other program and institutional indicators. For each indicator, the matrix also describes the purpose of assessment in terms of the following internal or external accountability sources: (1) accreditation; (2) internal program review; (3) the state quality assurance plan for all professional technical state approved programs; (4) state key effectiveness indicators; (5) the Community College Roundtable core indicators; and (6) the Joint Commission on Accountability Reporting. The calendar lists the major assessment pieces that need to be completed over a 2-year period. The integrated opportunity to provide non-traditional college education on U.S. Armed Forces installations throughout the United States. The contract process begins with the military installation's Education Services Officer (ESO) initiating a needs assessment survey to identify a market for a college program. If the ESO determines that the most effective method of delivery is inviting colleges to establish a center on the installation, he/she invited Requests for Proposals from known institutions. Generally, selection as a provider of educational programs is based on an institution's ability to perform the given service, projected costs and levels of tuition, full accreditation and state approval, acceptance of an elaborate inspection process, and flexibility to "give back" to the military community through scholarships and other assistance. Once a proposal is accepted, the institution signs a contract which explicitly outlines the responsibilities of the involved parties; the financial and administrative services available as a part of the contract; class size, format and scheduling requirements; minimum qualifications of faculty and staff; and quality assurance efforts. Ethical issues involved in bidding for and receiving military contracts include the need to ensure the truth of advertising claims and program quality, the necessity of avoiding misrepresentation to inspection team, and the need to act on the findings of quality control efforts. (MAB)

ED 396 803 JC 960 438

Barnett, Lynn
Community Outreach in Associate Degree Nursing Programs: AACC/Metropolitan Life Foundation Project, 1995-1996. AACC Project Brief.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Cooperative Programs; Educational Innovation; Grants; *Health Needs; Health Programs; *Nursing Education; *Partnerships in Education; *Practical Nursing; *Program Development; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Community Needs

In January 1995, five community colleges were selected to participate in a year-long project to implement new teaching methods in associate degree nursing programs to better meet community needs. Supported by the American Association for Community Colleges, with seed money from the Metropolitan Life Foundation, all of the projects also had significant financial support from their colleges and community partners and all continued beyond the grant period. The following projects were funded: (1) a seven-county rural health screening program established by Copiah-Lincoln Community College, in Mississippi, focusing on the health needs of youth and older adults and involving strong community partnerships; (2) a faculty and curriculum development initiative developed by Northern Virginia Community College and added to an existing service learning program involving a Mobile Nurse-Managed Health Center for underserved populations; (3) a model home care and community-based continuing education curriculum developed by Orange County Community College, in New York, the components of which were incorporated into the standard undergraduate nursing curriculum; (4) a home health elective course created by the Southwestern Community College District,

Maternal Scaffolding in the Child's Zone of Proximal Development: Cultural Perspectives.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anglo Americans; Child Development; Cross Cultural Studies; *Cultural Differences; Learning Processes; *Mothers; Parent Child Relationship; *Parents as Teachers; Play; *Teaching Skills; Thinking Skills; Young Children
IDENTIFIERS- Cultural Studies; Dyads; Iranian Americans; *Maternal Scaffolding; Strategy Training; *Zone of Proximal Development

This study examined cultural differences in the amount and type of maternal scaffolding of children's learning and their effects of scaffolding on children's independent performance across two distinct activities: goal-directed versus free play. Twenty Iranian-American and 20 Anglo-American mothers with their preschool children participated in this study. Analyses of maternal scaffolding revealed that Iranian mothers were more directive in their teaching strategies than Anglo-American mothers were in the goal-directed activity. These differences disappeared in free play. Maternal sensitivity was examined in relation to task demand and children's level of competence. No cultural differences were observed between the two groups of mothers. However, both groups altered their teaching strategies to adjust to the task demands as well as to the children's level of competence. An examination of children's independent performance revealed no cultural differences. Both groups of children performed equally well. The results of this study highlight the importance of culture, nature of task, and child's effect in mothers' construction and application of teaching strategies. (Author/MOK)

ED 396 822 PS 024 261

Roth, Jeffrey
The Home Visit as a Teaching Event: Lessons from Eight Even Start Family Literacy Sites.
PUB DATE- 12 Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Early Childhood Education; Educational Theories; Family Environment; Family Life; Family Programs; Home Instruction; Home Programs; *Home Visits; Literacy; *Literacy Education; *Parent Education; Parent Participation
IDENTIFIERS- American Educational Research Association; *Even Start; *Family Literacy; Home Visitors; University of Florida

Family literacy programs have arisen in an attempt to break the cycle of intergenerational poverty and illiteracy. Numerous federally-supported family literacy programs have recognized the importance of instructing parents and children in a home setting. The legislation of Even Start seeks to integrate parenting education, adult basic education, and early childhood education into a comprehensive program which builds school changed around special family needs. The activity categories are: (1) garden; (2) nature; (3) animals; (4) wheels; (5) swings and slides; (6) backyard; and (7) measurements and materials, including balls, bolts, buckets, dowels, glues, handles/knobs, lumber/plywood, plastic, tie wraps, and Velcro. Illustrations of children involved in outdoor activities are included throughout. (BGC).

ED 396 842   PS 024 350

McEwin, C. Kenneth; And Others
America's Middle Schools: Practices and Progress. A 25 Year Perspective.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational History; Educational Quality; Grouping (Instructional Purposes); Intermediate Grades; Junior High Schools; *Middle Schools; *Statistical Analysis; Surveys; Teaching Methods
IDENTIFIERS- *Middle School Students; *National Middle School Association

The 1990s will likely be a watershed period for middle level education, as the real challenges surrounding making "second level" changes replace the euphoria that accompanied early growth of the middle school movement. Yet, zealousness still characterizes reform efforts at the middle level. This study, the most comprehensive ever conducted on the state of middle level schooling, provides perspective on the current status of middle level education. A 1993 study was undertaken to obtain a data base providing a partial record of the successes of the middle school movement over a period of 25 years, and to document current practice in U.S. middle schools. This report details the 1993 study of 1,798 middle schools. Data in the 1993 study were then analyzed in ways that provide a historical perspective of 6-8 level middle schools, comparing the 1993 data with those from previous studies by Alexander (1968) and Alexander and McEwin (1988). Part 1 of this report, "Introduction," gives background information and describes the methodology of the 1993 study. Part 2, "Middle Schools: A Twenty-Five Year Perspective" provides current data on middle school programs and practices, including enrollment, curriculum, instructional grouping practices, faculty, and problems encountered. Part 3, "In Summary and In Perspective," presents recommendations for future actions. Part 4, "Appendices," includes a copy of the survey instrument. Contains 37 references. (BGC)

ED 396 843   PS 024 355

Seidman, Anna; Patterson, John
Kidding Around? Be Serious! A Commitment to Safe Service Opportunities for Young People.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; *Child Development; Children; *Community Services; *Risk Management; Safety; *Social Services; *Volunteers

Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Elementary Schools; Grade 3; Limited English Speaking; Poverty; Primary Education; Rural Schools; *School Size; *Socioeconomic Status; *Student Characteristics; Suburban Schools; Urban Schools
IDENTIFIERS- *California

This paper examines the relationship between school size and student achievement in California elementary schools with varying student characteristics and urban/rural locations. Previous research on school size addressed questions of scale economy, efficiency, and equity, but was not conclusive regarding the effect of elementary school size on student performance. For this analysis, data on 4,337 California K-6 schools included third-grade mean scores on the California Assessment Program for 1986-87; total enrollment; percentage of students whose families received Aid to Families with Dependent Children; percentage of students with limited English proficiency; and school location (urban, suburban, or other nonurban). Results of stepwise linear regression, one-way analysis of variance, and trend analysis indicate that larger schools are not associated with improved student performance, even when comparing schools with similar student characteristics. In fact, for urban schools serving high percentages of students in poverty, school size and student performance displayed a negative linear relationship, with student performance best in schools with under 200 students. For schools serving low percentages of students in poverty, student performance may be best in the middle range of size (200-800 students). A linear and quadratic function appears to best represent the relationship between school size and achievement for all schools and for all urban schools, while linear functions best represent the relationship for suburban schools and for other nonurban schools. Contains 60 references and 18 data tables and figures. (SV)

ED 396 862 RC 019 464

Alexander-Kasparik, Rosalind, Ed.; Soulas, John, Comp.
Border Issues in Education, Part 1 and Part 2.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 57p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; *Educational History; Educational Needs; *Educational Trends; Elementary Secondary Education; Government Role; *Immigrants; *Mexican American Education; Mexican American History; Mexican Americans; Mexicans; Politics of Education
IDENTIFIERS- Immigration Impact; *Mexico United States Border; *North American Free Trade Agreement

These newsletters examine issues in education along the United States and Mexico border. Topics in Part 1 include the ramifications of the North American Free Trade Agreement (NAFTA) for education, the impact of immigration on schools, and the structure and history of the Mexican educational system and its reforms in theory and practice. Educators along the border have voiced concerns about the effects of NAFTA, most notably the impact of population growth on school facilities and budgets already stretched by illegal and legal immigration and the movement of populations from rural to urban areas on

Schafer, Patricia D.
A Manual of Cherokee Herbal Remedies: History, Information, Identification, Medicinal Healing.
PUB DATE- Mar 93
NOTE- 292p.; Master's Thesis, Indiana State University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *American Indian Culture; American Indian History; Botany; *Cherokee (Tribe); Curriculum Guides; Environmental Education; Higher Education; Instructional Materials; Lesson Plans; *Pharmacy; *Plant Identification; *Plants (Botany); Science Curriculum; Secondary Education
IDENTIFIERS- *Herbal Medicine; Herbs; Indiana (Southwest); Medicine Men; *Wildflowers

This thesis reports on the research of 25 plants, used as herbal remedies since the 1800s by the author's Native American ancestors (the Day family) and the Cherokee tribe. The plants were identified in four state parks in southwestern Indiana. Information sources included the research literature, articles on Cherokee herbal remedies, and interviews with Cherokee elders and medicine men. The purpose of the project was to develop a Cherokee herbal manual and curriculum guide related to plant identification and the herbal remedies made from these plants. Following an introduction to the purpose and methodology of the study, a literature review covers such topics as traditions, plant healing properties, the use of plants by early settlers and Native Americans, written records, plant medicinal myths, plant selection methods, the role of the medicine man, and Cherokee history and traditions. The third chapter includes information on plant identification, history, Cherokee uses, Day family uses, medical research, and sources consulted. Plants researched include black cohosh, bloodroot, boneset, common or great burdock, catnip, comfrey, dandelion, garlic, goldenseal, mayapple, milkweed, mistletoe, partidgeberry, pennyroyal, senna, skullcap, snakeroot, spikenard, St. Johns wort, common bearberry, white willow, wild black cherry, witch hazel, yarrow, and yellow root. The fourth chapter presents a curriculum guide for a 2-day workshop on plant identification, conservation, history, Cherokee uses, and current developments in herbal medicinal uses. The curriculum includes information on course evaluation; six lesson plans including objectives, equipment, materials, and procedures; and instructional materials needed for program implementation. The manual also includes charts related to plant identification, harvesting, and uses; preparation and storage of remedies; and terminology. Contains 105 references. (LP)

ED 396 879 RC 020 617

Gonzalez, Gilbert G.
Chicano Education in the Era of Segregation.
PUB DATE- 90
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *De Jure Segregation; Economic Factors; Educational Change; Educational Experience; Educational History; Educational Legislation; Educational Policy; *Educational Practices; Elementary Secondary Education;

adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingual Students; Bilingual Teachers; *Cultural Differences; Culturally Relevant Education; Educational Change; Educational Experience; Educational Needs; Elementary Secondary Education; Higher Education; *Hispanic Americans; Immigrants; Limited English Speaking; *Mexican American Education; *Migrant Children; Parent Participation; Preschool Education; Teacher Education Programs
IDENTIFIERS- *Hispanic American Students; Mexico United States Border; *United States (Northwest)

This theme issue focuses on issues related to the education of Hispanic Americans. Articles cover educational strategies that address the linguistic and cultural differences of Hispanic Americans, issues related to migrant children and their education, the educational experiences of Hispanic American children, bilingual teacher education programs, expectations of Hispanic American parents regarding education, systemic school reform, and innovative school programs in the Northwest aimed at improving the education of Hispanic Americans. Articles include: (1) "Field of Dreams" (Lee Sherman Caudell); (2) "Two Worlds in One Classroom" (Tony Kneidek); (3) "Citizens of the World: A Rural Oregon District Helps Hispanic Families Settle into the Community" (Lee Sherman Caudell); (4) "Great Expectations" (Lee Sherman Caudell); (5) "Families First: A Willamette Valley Preschool Program Strengthens Parents' Role in Children's Education" (Melissa Steineger); (6) "Growing Teachers: A Washington College Builds a Bilingual Teaching Force" (Matthew Fleagle); and (7) "High Sights: Linking LEP Programs to Systemic Reform Helps Ensure Inclusion" (Lee Sherman Caudell). The journal also reviews publications related to Hispanic Americans, synthesizes research on bilingual education, overviews educational strategies for limited-English-proficient students, lists organizations that provide assistance in designing programs for language-minority students, and presents strategies for increasing parental involvement in education. (LP)

ED 396 896 RC 020 653

Barrett, Jon
Survey of Outdoor Activity Provision for Young Offenders and Young People at Risk. Report.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; *At Risk Persons; *Delinquent Rehabilitation; *Delivery Systems; Foreign Countries; Individual Development; Juvenile Justice; National Surveys; *Outdoor Activities; Social Agencies; *Youth Programs
IDENTIFIERS- *United Kingdom

In the summer of 1992, a survey gathered information on the availability and the nature of outdoor adventure experiences and related activities for young offenders and youth at risk in the United Kingdom. Survey questionnaires were returned by 61 providers of such services and by 159 youth social work and custodial agencies identified as potential users of outdoor activities. Results indicate that only limited outdoor activity study can assist in the process of helping teachers use the findings of research in the classroom. (Author/MKR)

ED 396 915 SE 058 343

Shakrani, Sharif
Eighth-Grade Algebra Course-Taking and Mathematics Proficiency.
PUB DATE- Feb 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Grade 8; Junior High Schools; *Junior High School Students; *Mathematics Achievement; *National Competency Tests
IDENTIFIERS- *National Assessment of Educational Progress

This brochure is part of NAEPFACTS, a new series that briefly summarizes findings from the National Assessment of Educational Progress (NAEP). Course-taking is generally a powerful indicator of mathematics achievement. This occurs partially because students who are more proficient tend to take more mathematics classes and, at the eighth grade, the better students are tracked into more advanced classes. The 1992 NAEP results linking proficiency to course work confirm this pattern, with eighth graders enrolled in pre-algebra and algebra courses having higher proficiency scores than students taking eighth-grade mathematics. Contains two tables for 1992: (1) National average proficiency of public and private school eighth-grade students by mathematics course-taking, and by race and gender and (2) Average proficiency of eighth-grade public school students by mathematics course-taking, and by state. (MKR)

ED 396 916 SE 058 390

Duffy, Maryellen; Zeidler, Dana L.
The Effects of Grouping and Instructional Strategies on Conceptual Understanding and Critical Thinking Skills in the Secondary Biology Classroom.
PUB DATE- 2 Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Botany; *Critical Thinking; *Grouping (Instructional Purposes); High Schools; High School Students; Observation; Science Tests; *Scientific Concepts; *Secondary School Science; Teaching Methods

The purpose of this study was to investigate and describe selected instructional strategies (traditional and constructivist) and grouping practices (homogeneous and heterogeneous) on conceptual understanding and critical thinking skills in biology classrooms in three high schools. The context of the study was the teaching and learning of plant nutrition in the secondary biology classroom. Conceptual understanding was assessed through a two-tiered multiple choice test developed by Haslam and Treagust (1987). The test was used as a pretest and a posttest. The plant nutrition portion of The Critical Thinking in Biology Test was used to assess the critical thinking skills of the students. Classroom

Education; Foreign Countries; *Mathematics Education;
*Mathematics Instruction
IDENTIFIERS- *Australasia; Australia; New Zealand

This document summarizes and reviews mathematics education research reported in Australasia, or conducted by Australasians and reported elsewhere, during 1992-1995. Part I, "Contexts for Mathematics Education," contains four papers: "Social and Cultural Contexts in Mathematics Education" (R. Zevenbergen, B. Atweh, C. Kanes, & T. Cooper), "Research into Ethnomathematics in Australasia" (R. Peard), "Gender and Mathematics" (M. Barnes & M. Horne), and "Politics of Mathematics Education: Australasian Perspectives" (K. Clements & J. Thomas). Part II "Issues in Learning and Instruction," contains five papers: "Constructivist Research in Teaching and Learning Mathematics" (J. Malone & D. Ireland), "Mathematical Cognition and Instruction" (M. Chinnappan & L. English), "Advanced Mathematical Thinking" (P. White & J. Pegg), "Research in Mathematical Problem Solving" (S. Nisbet, I. Putt, & M. Taplin), and "Researching Language Factors in Mathematics Education: The Australasian Contribution" (N. Ellerton & K. Clements). Two papers are contained in Part III, "Teachers and Learners": "Research into the Professional Development of Mathematics Teachers" (C. Kanes & S. Nisbet), and "Understanding the Adult Learning of Mathematics" (G. FitzSimons). Part IV, "Specific Curriculum Areas," contains four papers: "Research in Early Arithmetical Learning and Teaching" (B. Wright, J. Mulligan, R. Stewart, & J. Bobis); "Space, Geometry, Measurement, and Visualisation" (K. Owens, M. Mitchelmore, L. Outhred, & J. Pegg); "Research into the Learning and Teaching of Stochastics" (J. Truran & K. Truran); and "Research into the Teaching and Learning of Algebra" (M. MacGregor & C. Quinlan. Includes a list of contributors and sponsors. (MKR)

ED 396 938 SE 058 604

Wasserman, Selma; Ivany, J. W. George
The New Teaching Elementary Science: Who's Afraid of Spiders?
Second Edition.
PUB DATE- 96
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Cooperative Learning; Educational Change; *Educational Strategies; Elementary Education; *Elementary School Science; Evaluation; Hands on Science; Science Activities; Science Programs; Student Attitudes; *Teacher Education; *Thinking Skills
IDENTIFIERS- Alternative Assessment

The aim of this book is to provide a resource for classroom teachers to develop students' knowledge, attitudes, and skills that would prepare them to become more scientifically literate. By articulating a clear theoretical framework coupled with accessible teaching strategies, it is designed to help teachers who feel unprepared for and intimidated by teaching science to cross the bridge to more effective, more satisfying, and more joyful science teaching experiences. Chapters include: (1) "Teachers, Children, and Science: Theoretical Perspectives" which includes perspectives on science and sciencing, perspectives on children, perspectives on play, perspectives on teaching for thinking, and perspectives from the classroom; (2) "Organizing the Science Program" which includes children

DESCRIPTORS- Elementary Secondary Education; *Federal Programs; *Mathematics Curriculum; *Science Curriculum; *Standards
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

The first interim report on the Eisenhower State Curriculum Frameworks Projects examines the progress grantee states have made in completing mathematics and science curriculum frameworks and developing new approaches to teacher education, certification, recertification, and professional development. In addition, the report describes many of the issues confronting states as the projects move toward completion. The projects have made good progress on the development of curriculum frameworks, completing 22 of the 28 frameworks proposed across 16 states. The projects have established similar vision statements that call for all students to meet high standards in mathematics and science and are developing curriculum frameworks designed to serve as a bridge between national standards and local educators. Having devoted most of their time and resources to the development of curriculum frameworks, the vast majority of projects have not made much progress on the development of model guidelines for teacher education and certification, criteria for teacher rectification, and model professional development programs. Even among those projects that have made progress on the other products, they do not share a clear consensus of definition, purpose, and audience. A preliminary report finding is that aligning education policies, especially assessment systems, with curriculum frameworks is likely to be a slow process. (Author/MKR)

ED 396 962   SE 058 712

Haslam, M. Bruce; And Others
Evaluation of the Dwight D. Eisenhower Mathematics and Science Regional Consortiums Program: First Interim Report, 1996.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; Federal Aid; *Federal Programs; *Mathematics Education; Professional Development; *Science Education
IDENTIFIERS- *Dwight D Eisenhower Math and Science Educ Program

This report provides a description of the Dwight D. Eisenhower Mathematics and Science Regional Consortiums Program's early operations as a first step in a study that will later offer more evaluative judgments. In this first round of evaluation, the report seeks to describe the federal formulation of the program's purpose, early organization of the Consortia, and work of the Consortia. The principal categories of activities observed in the program are: professional development, support for state teams and regional networks, task-specific assistance, dissemination, purchasing materials and equipment, and networking among the Regional Consortia. In its early stages, the Regional Consortiums Program has sought to build a broad base of participation in planning and carrying out tasks intended to support reform. Accordingly, there has been more emphasis on regional and intergovernmental process than on mathematics and science context although content has not been absent from the program. It is not yet clear whether an emphasis on process will continue to be characteristic of this program or whether it represents a stage that the Consortia

The World Bank Atlas, 1995. 27th Edition.
PUB DATE- 94
NOTE- 79p.; Contains numerous color coded maps which may not reproduce as meaningfully as in original.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Geographic Materials (133)
DESCRIPTORS- Cross Cultural Studies; *Developing Nations; Development; *Economic Development; Foreign Countries; *Global Education; International Education; *International Relations; Maps
IDENTIFIERS- World Bank

This twenty-seventh World Bank Atlas presents key social and economic information for every country on the globe organized under three headings, People, Economy, and Environment. The emphasis is on how these themes are important in the development process. A new addition is that of a new measure of GNP per capita converted at purchasing power parity (PPP) so as to offer an alternative view of a country's income level relative to others by using international prices to value domestic production. Of interest to educators: primary school enrollment rates and illiteracy rates are provided for every country (p.8-9) and a color coded map displays illiteracy rates worldwide (p.15). (EH)

ED 396 984 SO 026 542

Sandler, Bernice Resnick; And Others
The Chilly Classroom Climate: A Guide To Improve the Education of Women.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Coeducation; Elementary Secondary Education; Equal Education; Females; Higher Education; *Sex Bias; *Sex Discrimination; Sexual Harassment; Social Attitudes; Social Bias; Teacher Attitudes; *Womens Education; *Womens Studies

This report assesses how the classroom climate is affected by classroom structure, power dynamics within the classroom, different pedagogical styles, the curriculum, and the relationships between male and female students. Data come from quantitative and qualitative studies in classrooms at all levels and in related settings, along with surveys, interviews, and numerous other data-gathering approaches. The report is presented in five parts. Part 1, "How the Classroom Experience is Different for Women and Men," describes and analyzes how teacher and student behavior create a different experience for men and women students. Part 2, "Pedagogy and the Classroom," examines the impact of pedagogy on students, including collaborative learning and feminist pedagogy. Part 3, "Including Women in the Curriculum," explores the importance of the curriculum and ways to further integrate women into it. Part 4, "Gender and the Faculty Evaluation Process: Reward or Punishment?" explores the impact of teacher style and other factors on the evaluation of faculty members by students and

"Educating Mental Health Professionals About Gay and Lesbian Issues" (Bianca Cody Murphy); and (10) "HIV Education for Gay, Lesbian, and Bisexual Youth: Personal Risk, Personal Power, and the Community of Conscience" (Kevin Cranston). (Individual chapters contain references.) (PB)

ED 397 003 SP 036 715

Cook, Perry A.; DeHart, Paula
Making Connections: Helping Teachers To Implement an Integrated Approach to Curriculum within Their School Communities.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; *Constructivism (Learning); *Curriculum Design; Elementary School Teachers; Elementary Secondary Education; Graduate Study; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Preservice Teacher Education; Secondary School Teachers; *Teacher Attitudes; *Teacher Education; Teaching Experience; Teaching Methods
IDENTIFIERS- University of Wisconsin

In 1995, 17 graduate students at the University of Wisconsin attended a summer course titled Education 570: Integrating the Curriculum. This course was based on a constructivist view of knowledge development, and participating teachers represented a wide range of subject areas and grade levels. A study of participating teachers followed 16 teachers through the summer course and subsequent school year. This paper provides case studies of five of these teachers whose participation in the course was monitored through observations, surveys, interviews, and videotapings. Each case study begins with demographic and background information about the teachers, their experiences, and their preliminary beliefs about integration. Descriptions of their integration projects are provided, as are discussions of factors impeding or facilitating implementation of these projects. Questions discussed include: how do teachers define classroom integration?; do teachers change in their thinking about planning for instruction as a result of learning about constructivism and models of integration?; which model of integration did each teacher most embrace, and how was this model implemented in their classrooms?; and how do participants describe the impact of constructivist, integrated instruction on the teachers and students in their schools? (PB)

ED 397 004 SP 036 716

Tauer, Susan M.
The Mentor-Protege Relationship and Its Effects on the Experienced Teacher.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers;

under the same social constraints. Students were undergraduate students in their native countries. Data were gathered by controlled elicitation (open questionnaire) and coded for degree of directness. Results show the Persian speakers were much more direct than American speakers when making requests, and that Persian speakers used considerably more alerters, supportive moves, and internal modifiers than American speakers. It is suggested that in some languages such as Persian, speakers may compensate for level of directness by such strategies. It is also noted that these differences in requestive speech acts may cause some cross-cultural communication problems. Implications for teaching awareness of directness conventions in second language teaching are discussed. Contains 24 references. (MSE)

ED 396 553 FL 023 911

Omar, Alwiya S.
Closing Kiswahili Conversations: The Performance of Native and Non-native Speakers.
PUB DATE- 93
NOTE- 24p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; Comparative Analysis; Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Native Speakers; *Pragmatics; *Second Languages; *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Turn Taking

A study investigated the ways in which native and non-native speakers of Kiswahili close conversations. Native speaker data were obtained from observation and field notes, recorded face-to-face interactions, recorded telephone conversations, reconstructed dialogues, and televised plays. Non-native speaker (American) data were drawn from role-play situations, office conversations, and telephone conversations. Analysis of native speaker data showed that Kiswahili closings were elaborate and could extend to over five turns taken. An exchange of goodbyes did not usually signal the end of a conversation, there was no strict ordering of features, and some closing features were linked to the opening of the conversation. Analysis of non-native speaker closings showed that learners performed minimal closings, were often unwilling to reopen a conversation once "goodbyes" had been produced, and rarely used features linking closing to opening. In a comparison with findings on conversational openings, explored in a previous study, it was found that non-native speakers were more proficient at closing than opening a Kiswahili conversation. (MSE)

ED 396 554 FL 023 912

Nikula, Tarja
The Use of Lexical Certainty Modifiers by Non-Native (Finnish) and Native Speakers of English.
PUB DATE- 93
NOTE- 19p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the

Playing; Uncommonly Taught Languages; Urdu
IDENTIFIERS- England

This paper reports on an investigation into the communication activities in a multicultural elementary school classroom in England. In the first exercise, the whole class worked in groups of three, each group led by a bilingual child, to devise a doctor-patient dialogue in that child's foreign language. When the dialogue was presented to the class, it was the task of the class to discover what was being said based on the context and gestures in the six foreign languages of the students. In the role playing, the foreign language children appeared to exploit the interplay between the different languages to first disrupt the power relations of doctor-patient discourse and then to take over the powerful role for themselves as doctor, although the patient always won in the end. In a second project, three children developed versions of a popular comic book in their native languages. As with the role playing, the comic book encouraged new forms of social interaction as well as becoming a vehicle for metalinguistic discussion. Again, there was an interweaving between genre and the use of the different languages and a chance to express common aspects of social identity within the classroom. The children experienced aspects of difference through speaking and writing other languages and entered into their bilingual classmates' world on new terms. (NAV)

ED 396 573 FL 023 935

Hart, Andrew
Literacy, Values, and Non-Literary Texts.
PUB DATE- 94
NOTE- 17p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advertising; Discourse Analysis; Educational Media; English Instruction; Foreign Countries; Learning Strategies; *Literacy; *Mass Media Use; *Media Selection; National Curriculum; *Persuasive Discourse; Religion; Secondary Education; Secondary School Teachers; Teacher Attitudes; Television; Values
IDENTIFIERS- England

This paper draws on recent research in English classrooms on media education, offers new evidence on the forms of media education currently taught by English teachers, and attempts to connect the current English-language curriculum debate with more general concerns about values and religion in the curriculum. The project involved 11 secondary school English teachers in England to see how they taught about media, specifically advertising, in the secondary classroom. Findings revealed that they visualized their aim as that of helping students to make up their own minds by recognizing that media texts are constructions that represent particular points of view. Most found enthusiastic student response and expressed surprise at the insights they had gained into student perceptions and preferred modes of working when teaching about media. The use of media in education is seen as a way to help students to learn values in an active and interrogative way rather than by passive absorption. Media education offers a powerful, accessible, and effective way to achieve reflection and aesthetic experience by discussion in the classroom. Many English teachers have the basic skills for this type of education because of their special expertise in engaging and

Assessment of Educational Progress (NAEP), field tests, research, and development; (2) modifications in the NAEP and administration procedures to make it more LEP-inclusive; (3) how to report data on LEP students; (4) major technical and implementation issues that might be part of a federal research agenda on inclusion and accommodations; and (5) monitoring and follow-up research to ensure appropriate and consistent inclusion and modification strategies. The NAEP is a congressionally-mandated assessment of what American students know and can do. An introductory section provides background on the NAEP, its purpose and legislative requirements for the data, and special considerations when including LEP children in assessment. Subsequent sections summarizes participants' discussions in each of the five areas outlined above. A conference agenda and participant list are appended. (MSE)

ED 396 592 FL 801 013

Cunningham, Helen; Kozakiewicz, Nina
What Do People Really Say? An Instructor's Guide and Student Workbook To Accompany the Video.
SPONS. AGENCY- Vancouver Community Coll., British Columbia.
PUB DATE- 92
NOTE- 155p.; Videotape not available through EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Advanced Courses; *English (Second Language); Foreign Countries; *Idioms; Language Patterns; North American English; Videotape Recordings; Workbooks
IDENTIFIERS- Canada

This 16-unit text is an instructor guide and student workbook in one text to accompany a videotape for intermediate and advanced English-as-a-Second-Language students, focusing on some of the different functions and idiomatic uses of the English language. Goals are to bridge the gap between classroom English and real-life English and to improve listening and oral skills by providing examples of natural, idiomatic English spoken at normal speed with all the reductions, hesitations, interruptions, body language, and paralinguistic expressions commonly used. Using vignettes in the videotape and text in the workbook, each conversation centers around one language function, such as complaining, apologizing, and giving instructions. Each vignette includes situation description, glossary of functional language phrases, cultural notes, teaching suggestions, and questions. All vignettes are improvisations by acting students experienced in improvisation; they illustrate use of ordinary, everyday Canadian English. Vignettes include stereotyped or exaggerated characterizations of people and their roles to encourage teacher and student discussion practice. Each unit also includes vocabulary, comprehension, and practice questions. A transcript of the videotape and answer key are included in the workbook. (Contains nine references.) (NAV) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 396 593 HE 028 153

Zemsky, Robert, Ed.
The Nation's Liberal Arts Colleges in an Age of Universities.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.

Harassment" (Vita C. Rabinowitz); (11) "Addressing Sexual Harassment: Strategies for Prevention and Change" (Maryka Biaggio and Arlene Brownell); (12) "Investigating Complaints of Sexual Harassment" (Helen Remick et al.); and (13) "Instructional Strategies: Creating a Sexual Harassment Panel" (Dorothy O. Helly). Appended are three practical guides: "Training Counselors in Issues Relating to Sexual Harassment on Campus" (K. C. Wagner); "Resources for Policies and Procedures" (Michele A. Paludi); and "Resources for Education/Training" (Michele A. Paludi). (Most chapters contain references.) (DB)

ED 396 611 HE 029 236

Wisker, Gina, Ed.; Brown, Sally, Ed.
Enabling Student Learning. Systems and Strategies. Staff and Educational Development Series.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; College Students; Computer Assisted Instruction; Counseling Techniques; Educational Environment; *Educational Methods; Educational Quality; Higher Education; *Instructional Improvement; Learning Experience; *Learning Strategies; Student Evaluation; Student Motivation; Student Rights; *Teaching Methods
IDENTIFIERS- Scaffolding

The 16 chapters of this book explore, from a British perspective, a range of strategies, both institutional and individual, developed to foster an environment conducive to learning for university students. Section 1 concentrates on systems and structures to assist student learning while Section 2 offers applications at both the undergraduate and graduate levels. The individual chapters are: (1) "Assuring the Quality of Guidance and Learner Support in Higher Education" (Vivienne Rivis); (2) "Providing the Institutional Infrastructure To Support Flexible Learning" (Lyn Oates and Les Watson); (3) "Towards Total Quality Education: Policy and Implementation of the Students' Charter" (Michael Gregory); (4) "What Price Reflection?" (Robert Simpson and Tony Wailey); (5) "Student Guidance on Modular Schemes: The Need for Integrated Systems" (Jan Bamforth and John Goodfellow); (6) "The Unitized Wheel of Fortune" (Annette Wilson and Stephen Wilson); (7) "Use of the Study Support Service" (Keith Guest); (8) "Can You Teach an Old Dog New Tricks? Student Induction on an HND Extension Degree" (Clare Brindley and Peter Cuthbert); (9) "Supplemental Instruction: Helping Students To Help Each Other" (Deanna C. Martin and F. Kim Wilcox); (10) "Encouraging Students: Making the Passive Active at Nottingham Trent University" (Ian Solomonides and Malcolm Swannell); (11) "Using Scaffolding To Enable Student Learning: A New Zealand Computer Programming Experience" (John Waddick et al.); (12) "Designing a Computer-Based Learning Application in the Biological Sciences" (Erica J. Morris and Mike A. Tribe); (13) "Establishing Enabling Practices in Postgraduate Student Supervision" (Gina Wisker); (14) "Support for New Supervisors of Research Students" (Stephen J. Fallows); (15) "Enabling Student Learning Through Innovative Assessment" (Liz McDowell); and (16) "Using Practical Assessment To Support Student Learning: A Case Study"

NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Agency Role; *Educational Quality; *Institutional Evaluation; *Peer Institutions; Postsecondary Education; *Quality Control; Standards

This document consists of the U.S. Department of Education's current list of the approximately 95 accrediting agencies and associations in the United States recognized as reliable authorities concerning the quality of postsecondary education or training offered by institutions or programs. The introductory section points out that the United States has no centralized authority exercising national control over its educational institutions and that nongovernmental, peer evaluation of educational institutions and programs by private educational associations insures a basic level of quality. The full text of the federal regulations regarding the procedures and criteria for recognizing accrediting agencies is provided. The document includes a discussion of the functions of accreditation, the accrediting procedure, types of accreditation, and the role of nongovernmental coordinating agencies. Accrediting bodies are listed under the following categories: regional institutional accrediting associations; regional institutional accrediting commissions; national institutional and specialized accrediting bodies (by subject); and accrediting agencies and associations recognized for their preaccreditation categories. Usually provided in each listing is agency name; dates of original, most recent, and next regular review; director, address, and phone number. (CK)

ED 396 632 HE 029 262

Tentoni, Stuart C.
Changing the Clinical Psychology Training Curriculum for the 21st Century.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Clinical Psychology; *Curriculum Design; Degrees (Academic); Doctoral Degrees; *Doctoral Programs; Educational Change; Higher Education; Internship Programs; Models; *Professional Education; Psychotherapy; Required Courses
IDENTIFIERS- *American Psychological Association

This paper proposes that the American Psychological Association establish a standard model of training for doctoral programs in clinical psychology requiring a specific number of credits, along with specific course recommendations appropriate for practice in the 21st century. This model should reflect the impact of psychology on the biological bases of behavior, require students to gain psychotherapy skills prior to test administration skills, and have internship experience occur after awarding of the Ph.D. The author recommends that the Ph.D. in clinical psychology consist of 4 years of study, encompassing 96 credit hours consisting of nine credits each in the biological bases of behavior, the cognitive-affective bases of behavior, and the social bases of behavior; and six credits in individual behavior. In the area of clinical psychology 63 credits are recommended with 12 credits for completion of a

Appendices include a list of acronyms, a glossary, information resources, sources and citations, a financial aid calendar, and crosswords and word-searches. (Contains regulatory and other references for each section.) (DB)

ED 396 650 HE 029 290

Delivery System Training Workshop, 1995-96 Trainee Guide.
PUB DATE- 96
NOTE- 346p.; For related documents, see HE 029 288-291. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; *Compliance (Legal); *Delivery Systems; Eligibility; Federal Aid; Federal Legislation; Federal Programs; Grants; Higher Education; Management Development; Program Administration; *Student Financial Aid; Student Loan Programs; Workshops
IDENTIFIERS- Direct Lending; Family Education Loan Program; *Higher Education Act Title IV; Pell Grant Program

This package of training materials is intended for financial aid administrators at institutions of higher education participating in a workshop series providing training in the delivery system of federal student financial aid under Title IV of the Higher Education Act. The workshop involves seven sessions over a 2-day period and focuses on priorities and initiatives in the management of Title IV programs of the Department of Education for the 1995-96 year. The workshop describes the Department's role in overseeing a school's management of Title IV programs, explains the impact of new cash management rules on Title IV programs, provides information and tools for complying with new Title IV program requirements, and identifies important common features in administering the Direct Loan and Federal Family Education Loan programs. The individual sessions address the following topics: (1) introduction and overview of 1995-96 Title IV delivery system; (2) changes in eligibility and other administrative requirements; (3) calculation of Federal Pell Grant awards; (4) campus-based program issues; (5) Student Loan Program management; (6) refund and repayment; and (7) Federal update. Worksheets, examples, charts, and sample forms are provided throughout the manual. (DB)

ED 396 651 HE 029 291

High School Counselor Training, 1995-96. Participant's Guide.
PUB DATE- 96
NOTE- 169p.; For related documents, see HE 029 288-290. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; *Educational Counseling; Eligibility; Federal Aid; *Federal Programs; Grants; Higher Education; High Schools; Publicity; Public Relations; *Student Financial Aid; *Student Loan Programs; Workshops

This package of training materials is intended for high school emphasis of such products from content to style. This paper considers the need for multimedia designers, whether professionals or students, to take seriously their intellectual responsibility. The interactive and non-linear nature of multimedia makes it a powerful tool. Rather than using fancy visuals to mask mediocre or even misguided content, designers must guard against plagiarizing and manipulating information. They also must devise solutions for eliminating obstacles to truthful representations. (Author/BEW)

ED 396 671   IR 017 847

Codespoti, Daniel J.
The Capstone of the C.S. Major.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; Course Content; *Course Descriptions; Higher Education; Majors (Students); Programming; Public Speaking; Reader Response; *Reading Assignments; Science Fiction; *Writing Assignments
IDENTIFIERS- *Capstone Courses; Computer Ethics; *University of South Carolina; Video Viewing

This paper outlines a senior seminar, or "capstone" course, in computer science developed at the University of South Carolina at Spartanburg. It was intended that the senior seminar should differ in classroom format from other courses in the major. Course requirements include timed oral presentations, reading of science fiction in which computers figure prominently, written responses to a videotape series, ethics exercises, programming assignments, and a comprehensive exam. This seminar provided students with a sense of achievement that "just taking a course" could never provide. Their sense of self esteem at having successfully completed the seminar was evident near the end of the semester. (BEW)

ED 396 672   IR 017 848

Slawson, Brian
HyperGLOB/Freedom: Preparing Student Designers for a New Media.
PUB DATE- 94
NOTE- 10p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Computer Graphics; Computer Science Education; Computer Uses in Education; Cooperative Learning; *Design Preferences; Educational Objectives; Educational Technology; Freedom; *Graphic Arts; Higher Education; *Hypermedia; *Multimedia Materials; *Student Projects
IDENTIFIERS- Interactive Computer Systems; Links (Indexing); Technology Utilization

The HyperGLOB project introduced university-level graphic design students to interactive multimedia. This technology involves colleges and universities in the state of Kentucky. Seven tables reflect survey responses. (AEF)

ED 396 693 IR 017 869

Null, Linda; Teschner, Randy
WIRELESS Computing in Schools: Reach Out and Touch the World.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Cost Effectiveness; Educational Resources; Elementary Secondary Education; Higher Education; *Radio; Rural Areas; *Telecommunications
IDENTIFIERS- *Access to Computers; Northwest Missouri State University; *Shortwave Radio

Many elementary and secondary schools tie with local colleges and universities and use modems to access the computing power available at these higher education facilities. To help alleviate the financial burden of long-distance phone charges, work had begun to use the airways instead of phone lines for computer communication. An interest in shortwave radio and a concern for rural education led to the idea of using wireless radio to help impart knowledge to schools practically free of charge via the WIRELESS (Wireless Radio Experiment Linking Education Systems and Services) project developed at Northwest Missouri State University. This paper discusses the research and implementation of WIRELESS; hardware requirements; and applications of the WIRELESS environment. (Author/AEF)

ED 396 694 IR 017 870

Pfaffman, Jay
Inexpensive E-mail Systems for LANs and Dial-up.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Mediated Communication; Cost Effectiveness; *Dial Access Information Systems; Educational Technology; *Electronic Mail; Elementary Secondary Education; *Internet; *Local Area Networks; Modems
IDENTIFIERS- Connectivity; UNIX Operating System

Internet e-mail is becoming more accessible to K-12 teachers. Many colleges and universities will give accounts to teachers for the price of asking. Unfortunately, many of these university systems are hard to use and are usually not offered to K-12 students. Also, most schools do not have phone lines in classrooms. This paper discusses two systems that will enable teachers to use their schools' local area network to give an Internet e-mail account to anyone they like. The necessary software is either inexpensive or free. The two systems literature, project managers were interviewed on five aspects: (1) funding and proposal writing; (2) team assembly and management; (3) ID; (4) evaluation, marketing, and support; and (5) management. Findings show that the multimedia developers interviewed not only practice management techniques, but also regard project management as critical to the success of a project. The five components of ID management process were represented by the work of subjects. An appendix presents the interview questions as well as seven figures and tables illustrating: components of ID project management; types of proposals; features of successful proposals; techniques used by ID managers; and the phases of a typical multimedia project design process. (Contains 16 references.) (AEF)

ED 396 713 IR 017 925

Liu, Min
An Exploratory Study of How Pre-Kindergarten Children Use the Interactive Multimedia Technology: Implications for Multimedia Software Design.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Childhood Attitudes; Childhood Interests; *Computer Assisted Instruction; *Computer Attitudes; Computer Software Development; Computer Uses in Education; *Multimedia Materials; *Preschool Children; Preschool Education

Literature has indicated that computers have a potential to support children in all stages of development. To enhance children's learning through technology, it is important to understand how children use computers. This study explores the use of interactive multimedia by three- to five-year olds. Through a close examination of the young children's verbal and facial expressions, their use of the mouse, their body movement, and their attitudes toward multimedia as well as their teachers' comments, this study showed that multimedia technology with its use of video, audio, and graphics could engage children at a longer period of time. The children demonstrated a great interest in using the technology and had little difficulty in adjusting to the new learning environment. Although many children were exposed to the technology for the first time, it was obvious that these children were ready for the technology. The results also indicated that using developmentally appropriate materials and allowing children to have control of the program are important factors to keep them interested. Implications for multimedia software design based upon the findings of the study are also discussed. Eight figures and tables present sample video clips and activities; a breakdown of time on activities spent by age and ability levels; a summary of the children's verbal expressions; use of the mouse; and how children like the program. (Contains 19 references.) (Author)

ED 396 714 IR 017 926

Access, Affordability and Universal Service on the Canadian Information Highway.
PUB DATE- Mar 95
NOTE- 11p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

In determining the scope of online delivery of programs currently being developed within the Faculty of Education at the University of Melbourne (Australia), a number of factors have been involved. Until recently, the traditional research focus at the University of Melbourne translated into little or scattered interest in developing programs for delivery by distance mode. In 1995, a professional development program for teachers designed to provide participants with an overview of current and emerging computer technologies was developed and was geared toward combating technophobia in teachers. It combined hands-on experience with assembling/disassembling hardware and a broad range of software applications from word processing to Web browsers. The University launched the Technology in Schools Program in 1996. It is partly concerned with providing the appropriate network support, provision of other information services, and access to University facilities. Some of the key factors which have facilitated the implementation of online delivery of teaching programs at the University are: the existence of a significant number of local enthusiasts; well-developed infrastructure; support from senior academics and policy makers; strategic planning; promotion of a "collegiate culture" by the new Vice Chancellor; and federal and state government initiatives. (AEF)

ED 396 732 IR 017 945

McAlpine, Iain
A Combined Video and CAL Package on Advanced Level Library Skills for Open Learning Students.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Foreign Countries; Higher Education; Instructional Materials; Library Catalogs; *Library Instruction; Library Skills; Material Development; *Online Searching; Open Education; *Search Strategies; *Student Research; Subject Index Terms; *Videotape Recordings
IDENTIFIERS- Keywords; *University of Southern Queensland (Australia)

Advanced level keyword and subject searching of library catalogs and CD-ROMs is a skill that requires an effective strategic approach. In this project developed at the University of Southern Queensland (Australia), video and computer assisted learning (CAL) materials were developed that would model the search process, provide experience to the learner in the process of analysis, evaluation and reconceptualization critical to effective searching, and provide practical experience of the types of outcomes that may result from keyword searching. Key elements of instructional design and strategy that underpinned the design and development of the video and the CAL (computer assisted learning) package are: (1) information theory; (2) level of performance; (3) expert analysis; (4) knowledge type; and (5) situated learning. The first stage of the project concentrated on strategies for finding references that were known to the student and provides hands-on experience of all skills that the learner must be able to carry out. The second part of the project dealt with

NOTE- 79p.; Master's Research Project, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Course Integrated Library Instruction; *Disadvantaged Youth; *Grade 4; Intermediate Grades; Learning Activities; *Library Skills; Skill Development; Social Studies; Socioeconomic Influences; *Student Attitudes; Student Motivation

The purpose of this study was to determine if there was a significant difference in low socioeconomic fourth graders' retention of library information skills who are taught these skills in isolation and those who are taught within the context of a Social Studies lesson. Two groups of fourth graders participated. Library information skills lessons were taught to the Control Group during three 30-minute Social Studies periods. Instruction was begun on aspects of pioneer and immigrant life, loosely based on the book "Meet Kirsten" by Connie Porter. Using sources from the library media center, students worked together to complete an activity worksheet. A library scavenger hunt was then assigned. As a final activity, students chose their own topic and completed a worksheet incorporating library information skills with research skills. The Experimental Group began the study with an introduction to pioneer and immigrant life, based on "Meet Kirsten." During the lesson, various reference sources and their appropriate use in finding information were discussed. From this point, the same procedure was followed as with the Control group. The Experimental Group appeared more attentive and enthusiastic about the lessons, whereas the Control Group appeared very bored and disinterested. Both groups enjoyed the scavenger hunt as well as the final research activity on a topic of their choice. The majority of the students felt that after the study, they knew how to find information for a report and could probably do so independently. Appendices include the pretest and posttests; library skills information and final activity worksheets; lesson plans; and worksheets for test analysis. (Contains 30 references.) (AEF)

ED 396 748 IR 055 919

Totten, Herman L.; And Others
Culturally Diverse Library Collections for Youth.
PUB DATE- 96
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; American Indians; Annotated Bibliographies; Asian Americans; Blacks; Books; *Ethnic Groups; Hispanic Americans; *Library Collections; Library Materials; Public Libraries; *Reading Materials; School Libraries; Secondary Education; Videotape Recordings
IDENTIFIERS- *Multicultural Materials

This annotated bibliography of multicultural literature for secondary students is designed to help librarians broaden and diversify their print and video collections with materials written both for and about African Americans, Native Americans, Hispanic Americans, and Asian Americans. The materials included are intended for middle, junior high, and senior high school libraries as well as young adult collections in public libraries. The book is divided into five sections, four

Strategies; Futures (of Society); Higher Education; *Information Technology; Innovation; Intellectual Freedom; *Librarians; Library Education; Library Funding; *Library Role; *Library Science; Library Services; Minority Groups; Public Libraries; Recruitment; State of the Art Reviews
IDENTIFIERS- Cyberspace; Information Age; *Technological Change

Librarianship is in a period of great transition. Expanding uses of information technology and a dramatically changing demographic and economic environment are forcing librarians to re-examine their profession and to ask questions about their future relevance and viability. Change is and should be viewed as an ongoing and critical component of librarians' professional lives; librarians must become advocates for libraries in an increasingly competitive environment for funding and for public space in the information infrastructure; technology is changing both the nature of librarians' services and the way in which people get the information they need to lead their lives. Part one contains essays discussing technology and libraries, part two addresses the new roles for librarians, and part three has essays on library services in a changing environment. The book contains 15 essays: (1) "Staking a Claim for Public Space in Cyberspace" (Nancy C. Kranich); (2) "Roles for a Digital Age" (W. Lee Hisle); (3) "The Electronic Straitjacket" (John C. Swan); (4) "Information Technology in the Academic Environment" (Nancy L. Eaton); (5) "Can Intellectual Freedom Survive the Information Age?" (Gordon M. Conable and Carrie Gardner); (6) "Lead or Be Led: Change Is Inevitable" (Patricia Glass Schuman); (7) "Recruitment: A Task for Saviors" (Peggy Sullivan); (8) "Recruitment and Retention of Librarians of Color" (Camila A. Alire); (9) "Preparation for Librarians as Agents of Change" (Barbara I. Dewey); (10) "Library and Information Studies Education" (June Lester); (11) "The Call of the Sirens to Library Education" (Irene B. Hoadley); (12) "Research, Creativity, and Entrepreneurship" (Susan Gilbert Beck and Donald E. Riggs); (13) "Our Failure To Seek, Much Less Achieve, Funding and Management Support" (Herbert S. White); (14) "Free and Equal Access to Library Services and Technology" (Sara Behrman); (15) "Stayin' Alive: New Americans, New Approaches" (Joseph R. Dionne). Also contains biographical information about the contributors and an index. (Author/SWC)

ED 396 768 IR 055 941

Kaser, Dick, Ed.
Document Delivery in an Electronic Age: A Collection of Views and Viewpoints. 1995 NFAIS Report Series: New Technologies and New Relationships, Number 1.
PUB DATE- 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Document Delivery; Fees; Futures (of Society); *Information Dissemination; *Information Services; Information Technology; Interlibrary Loans; Legal Responsibility; Library Automation; Microfiche; Reprography; Telecommunications; Vendors
IDENTIFIERS- American Telephone and Telegraph Company; Historical Background

This report examines both traditional and non-traditional methods of document delivery. Traditional methods, such as photocopying, interlibrary loan, and microfiche, are discussed, assessment approach has yielded positive results and improved communication among institutional researchers, administrators, and faculty at the college. Since the various accountability requirements contain inconsistencies in the measurement strategies, particularly in the area of student tracking, it is imperative to involve administrators early on in the process of developing an integrated approach to the assessment activities. Contains 12 references. A sample matrix and calendar are appended. (TGI)

ED 396 786 JC 960 413

Milliron, Mark D.; And Others
A Step Toward Success.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Community Colleges; *Orientation Materials; Program Development; Program Effectiveness; *School Orientation; *Student Adjustment; Student Participation; Student Personnel Services; Student School Relationship; Teaching Methods; Two Year Colleges
IDENTIFIERS- *North Carolina

Mayland Community College, in North Carolina, established the following five goals for enhancing its 1995 fall orientation program: providing information about the infrastructure of the college, connecting students with faculty and staff, connecting students with other students, communicating college-level expectations, and inspiring students. To achieve these goals, the college developed the following strategies for the 5-hour orientation: (1) the use of a decorative wall containing inspirational quotations at the entrance to the program; (2) a check-in session with background music and refreshments for socializing; (3) a presidential welcome to and vice-president's introduction of the orientation; (4) 10-minute informational breakouts before and after lunch for small groups of students, providing information on campus life from continuing students, career planning, financial aid, job placement and college-work study, student organizations, the bookstore, study skills and college expectations, registration, and student services; and (5) a closing session that included prizes and a motivational speech. Student evaluations of the orientation were extremely positive, with no negative comments being received. A complete 1995 winter orientation program is appended, including checklists of information points related to job placement, student life, financial aid, and career planning and counseling; a registration guide; a college phone list; and campus maps. (TGI)

ED 396 787 JC 960 414

Messina, Robert C., Jr.; And Others
Power Package: An Alternative to Traditional Course Scheduling.
PUB DATE- Jun 96
NOTE- 17p.; Paper presented at the Consortium for Community College Development's Annual Summer Institute (8th, Charleston, SC, June 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

in California, which drew on the resources of four community colleges and was designed to be offered by each college in alternate years; and (5) a practicum developed by St. Petersburg Junior College, in Florida, using "clinical associates" in community health agencies to train nursing students to work effectively in community settings. Contains 21 references and a list of 5 electronic resources. (MAB)

ED 396 804 JC 960 441

Roberts, Keith
Applying a Continuous Quality Improvement Model To Assess Institutional Effectiveness.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Improvement; Educational Quality; *Educational Strategies; Guides; Organizational Development; *School Effectiveness; *Self Evaluation (Groups); *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Milwaukee Area Technical College WI

This handbook outlines techniques and processes for improving institutional effectiveness and ensuring continuous quality improvement, based on strategic planning activities at Wisconsin's Milwaukee Area Technical College (MATC). First, institutional effectiveness is defined and 17 core indicators of effectiveness developed by the Wisconsin Technical College System are listed. This is followed by a discussion of continuous quality improvement, summarizing areas of management contributing to research and practice, the major elements of a customer-driven planning process, and the steps used by MATC in developing a plan for future improvement. The handbook then describes the following tools utilized by MATC to improve institutional effectiveness: (1) the effectiveness chart, detailing its seven components (i.e., indicators of effectiveness, evaluation methods, the relationship between the indicators and methods, the relationship between each of the methods, the relative importance of each indicator, and totals of improvement ratios and effectiveness values assigned in the chart) and providing specific examples; (2) the student contact point chart, providing a graphic representation of student-institutional contact to identify possible areas of improvement; and (3) the Error Mode and Effects Analysis method, used to evaluate the severity of problem areas and determine solutions. The remainder of the handbook discusses the development and implementation of a mitigation plan to deal with problem areas. Two blank effectiveness chart worksheets are appended. (TGI)

ED 396 805 JC 960 442

Sampson, Cedric A.; And Others
Vision 2000: A Strategic Plan for College of the Redwoods.
PUB DATE- Jun 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

readiness and future economic self-sufficiency. Even Start is the first federal legislation to support a comprehensive parenting, adult, and early childhood program. This report details a proposed study which would consist of 160 children and 160 adults enrolled in an eight-site Even Start family literacy program in north central Florida. The report's sections are: (1) "Theoretical Framework," mentioning pioneering studies of Ira Golden (1970, 1976); (2) "Previous Research in Home Visiting," consisting of a literature review; (3) "Objectives of the Study," including the stated purposes of examining the pedagogical form and content of the home visiting component in family literacy programs funded by Even Start; (4) "Design," including proposed subjects, treatment, and statistical methods; (5) "Educational Importance," asserting that examining curricula and pedagogy of home visiting might facilitate discovery of teaching practices which best assist families in transition from home to school settings. Contains 17 references. (BGC)

ED 396 823 PS 024 270

Weiss, Heather
Preparing Teachers for Family Involvement.
PUB DATE- 13 Apr 96
NOTE- 12p.; Summary of paper presented at the National Conference of the Family Involvement Partnership for Learning (New York, NY, April 12-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Early Childhood Education; Elementary Education; *Family Involvement; Higher Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Preservice Teacher Education; School Community Relationship; School Involvement
IDENTIFIERS- Program Characteristics

One important aspect of family involvement that has been consistently overlooked is the need to prepare teachers for intensive work with families and communities. This study investigated professional development and teacher education in the hope of providing a framework for developing more comprehensive approaches for family involvement in education. State teacher certification programs were reviewed to see which preservice teacher education currently includes parent involvement, and researchers looked at how teacher education programs are preparing teachers to work with families and to work in schools that are becoming increasingly responsive to families and communities. Case studies of programs strong in teacher preparation in family involvement were also undertaken. Based on the experiences of the model programs, a number of recommendations were made for the reforms needed to make meaningful connections among home, school, and community, including: (1) giving prospective teachers more direct experience with families and communities; (2) making school conditions conducive to family involvement; and (3) hiring more experts in family and community involvement. (WJC)

ED 396 824 PS 024 276

Lindqvist, Gunilla
The Aesthetics of Play: A Didactic Study of Play and Culture in Preschools. Uppsala Studies in Education 62.
PUB DATE- 95

IDENTIFIERS- Legal Procedures; Strategy Training

This book deals with the topic of young people in service. Based on the belief that young people can be engaged in many valuable community service activities with the energy and spontaneity that is unique to youth, this book attempts to provide information for organizations to implement risk management plans to protect these young people from accidents, unruly behavior, angry parents, accidental or intentional harm, and how to keep young people safe and out of trouble. This book has five chapters. Chapter 1 focuses on the risk-relevant characteristics of children and adolescents as well as the differences between managing risk for young people and adults. Chapter 2 presents a simplified discussion of general legal principles. Chapter 3 reviews general risk management strategies, describing the process and tools that may enable organizations to safeguard their volunteers and community. Chapter 4 offers a risk management discussion of specific laws and issues particularly pertinent to working with young people, such as child labor, transportation, substance abuse, and sex. Chapter 5 explores family service projects and cooperative service arrangements. Collectively, this book attempts to provide channels to significantly reduce the risks associated with young people in service. Contains 38 references and an index. (MOK)

ED 396 844 PS 024 356

Hague, Sally A.; Walker, Carole

Creating Powerful Learning Opportunities for All Children: The Development and Use of a Self-Monitoring Checklist for Teachers. Draft.

PUB DATE- Apr 96

NOTE- 45p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Strategies; *Check Lists; Classroom Techniques; *Constructivism (Learning); Elementary Education; Longitudinal Studies; Program Evaluation; *Reflective Teaching

IDENTIFIERS- *Accelerated Schools; Collegial Coaching

Powerful learning is the premise that the type of education provided for gifted children works well for all children. This long-range study examined the usefulness of elements from a more aggressive approach to powerful learning than the one implicit in the accelerated schools model--specifically a teacher checklist, collegial coaching, reflective teaching, and structured seminars --in assisting teachers to integrate powerful learning theory and practice into their classrooms as their schools transformed themselves into accelerated schools. Study sites were two magnet elementary schools; training and coaching was provided by the authors. The Powerful Learning Checklist, developed in Year 2, consisted of 51 items in 5 categories--classroom, materials, students, curriculum, and teacher--with level of usage rated on a 5-point scale. This checklist also required respondents to identify three strengths and challenges from their classroom. The Powerful Learning Project, initiated in Year 3, involved opportunities for teachers to work together to encourage reflective practices and collegial coaching, record teacher experiences in journals, and attend structured seminars to learn about student-centered, constructivist teaching practices. Evaluations indicated that both sides of the border. Many in the United States are alarmed at the continuing waves of immigrants and discriminate against both legal and illegal immigrants. In any case the areas of concern that have been most frequently cited by border educators and experts have been growth and immigration. Some saw the burgeoning population as an opportunity; others saw it as a problem. Nevertheless, all agreed that action must be taken to develop curriculum alignment between the United States and Mexico, teacher training and exchange, and the use of telecommunications and teleconferencing in border states education. This report also looks at characteristics of immigrant students, profiles a Mexican college student who has attended school in both Mexico and the United States, and highlights research pertaining to Hispanic immigrant students. In Part II, sections draw upon interviews with teachers and administrators in Laredo (Texas) and Nuevo Laredo (Tamaulipas, Mexico) and cover the following topics: (1) an agreement between the U.S. and Mexican Education Secretaries to foster binational curriculum alignment, and the difficulty of lack of congruence between the two national education systems; (2) cross-national differences in teacher education and certification; (3) needs for more bilingual teachers and for cross-cultural staff development in the United States, and inadquacies of U.S. teacher training and binational teacher exchange programs; (4) bilingual education and second language learning; (5) advantages of two-way bilingual programs for all students; (6) politics and controversies surrounding bilingual education; (7) need for comprehensive social services for children and families along the border; (8) special education and mainstreaming in both countries; (9) plans by the Southwest Educational Development Laboratory to foster development of a binational vision of what border education should be; and (10) immigration phobia. This issue also contains an interview with Derrick Bell on race and racism in American education. (SV)

ED 396 863 RC 019 512

Rush, Andrea Green, Ed.
Seasons: The National Native American AIDS Prevention Center Quarterly. 1993.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 93
NOTE- 49p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; *Alaska Natives; American Indian Culture; *American Indians; Children; Communicable Diseases; *Disease Control; Elementary Secondary Education; *Health Education; Health Services; Personal Narratives; Prevention; Youth
IDENTIFIERS- Ceremonies; Native Americans; Spirituality; *Traditional Healing; *Tuberculosis

The three 1993 issues of "Seasons" (the Spring/Summer issues are combined) address various aspects of dealing with Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV) among Native Americans. The Winter issue focuses on tuberculosis (TB) and its incidence and treatment among HIV-positive individuals. "Remembering Tuberculosis" (Ernie Turner) is a personal account by the executive director of the Alaska Native Alcohol Recovery Center of his battles with tuberculosis and alcoholism. "Tuberculosis in the 90's" is an interview with Dr. Eric Goosby, emphasizing the risk of TB to HIV positive

Immigrants; *Mexican American Education; Mexican Americans; Migrant Children; *Migrant Education; Political Socialization; Public Education; Social Theories; Socioeconomic Status
IDENTIFIERS- *Chicanos; Hispanic American Students; *United States (Southwest)

This book examines the education of Mexican Americans in the U.S. Southwest during the era of de jure segregation, 1900-50. The book focuses on the influence of the national political economy and the socioeconomic position of Mexican Americans as contributing factors to inequality in education. During the early 1900s, dynamic economic processes such as the development of railroads, mining, agriculture, and industry created the basis for incorporation of Mexican immigrants into the nation. Almost without exception they became part of the working class, and this status influenced the educational experience of the Mexican community. As increasing numbers of Mexican Americans became integrated into the economy, school boards established a de jure segregationist policy that was to last until mid-century. The education of Mexican Americans reflected two emphases: political socialization shaped by the dominant economic forces at play, and training for horizontal movement on the hierarchical socioeconomic scale. Thus, segregated public education of the Mexican American community tended to reproduce its class character from one generation to the next. Americanization, testing, tracking into vocational education, and slow-learner and mentally retarded classes provided the internal machinery that made segregation an effective tool. Chapters cover the following topics: (1) culture, language, and the Americanization of Mexican children; (2) the Americanization of the Mexican family; (3) intelligence testing and the Mexican child; (4) training for occupational efficiency: vocational education; (5) the education of migrant children; (6) inter-American and intercultural education; and (7) the rise and fall of de jure segregation in the Southwest. The book concludes with a discussion of continuity and change in the education of Chicano children. Includes an index and approximately 300 bibliographic citations. (LP)

ED 396 880 RC 020 625

Howley, Craig B.
Sizing Up Schooling: A West Virginia Analysis and Critique. Dissertation (Synopsis).
PUB DATE- 96
NOTE- 12p.; Synopsis of Ed.D. Dissertation, West Virginia University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; County School Districts; Elementary Secondary Education; *Politics of Education; *Rural Schools; *School Closing; School District Size; *School Size; Small Schools; *Socioeconomic Status; State Government
IDENTIFIERS- Legitimacy (of Governments); *West Virginia

This dissertation synopsis examines the relationship of school size to the achievement of students of varying levels of socioeconomic status in West Virginia and investigates motives for consolidation in this mostly rural state. To control for varying grade-span configurations, size (of school and district) was defined as enrollment per grade level in 1990. Other data included percentage of students receiving free and reduced-price meals; percentage of adults in each county district with less than 12th-grade education; and Comprehensive Test of Basic Skills scores for grades 3, 6, 9, and 11.

provision was available to young people in trouble or at risk. This provision was most commonly offered as a recreational or low-intensity group and personal development resource. There was little evidence of intensive personal development or therapeutic work through the use of outdoor activities. The most active providers were organizations working from bases in inner-city and other urban areas. A very small number of residential outdoor activity and development training centers were also active. Few providers specialized in work with youth at risk. Many youth social work and justice agencies made some use of outdoor activities in their work with troubled and at-risk youth, particularly those aged 13-17, but such efforts were limited due to cost constraints, safety concerns, and lack of information. Many youth social work agencies that used outdoor activities strongly emphasized group and personal development, but providers and users seldom collaborated in this developmental work. Both providers and users were heavily dependent on statutory and charitable funding sources to finance outdoor activity provision. Two appendixes include statistical results. (SV)

ED 396 897 RC 020 657

Williamson, John E., Comp.; Gass, Michael, Comp.
Manual of Accreditation Standards for Adventure Programs 1995.
PUB DATE- 95
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Adventure Education; Educational Principles; Employment Qualifications; Ethics; Experiential Learning; *Outdoor Activities; Program Administration; *Program Evaluation; Risk Management; Safety; *Skills; *Standards

This manual presents standards for adventure education programs seeking accreditation from the Association for Experiential Education. The manual is set up sequentially, focusing both on objective standards such as technical risk management aspects, and on subjective standards such as teaching approaches used in programs. Chapter titles provide general topic areas followed by sections that focus on specific activities within each chapter category. Chapters cover philosophical, educational, and ethical concerns; risk management plans; staff qualifications; transportation; technical skills related to land activities such as hiking, mountain biking, and rock climbing; technical skills related to water activities such as white water canoeing, sailing, and scuba diving; technical skills related to air activities such as hang gliding and parachuting; and environmental, emergency, and cultural skills. A lettering system indicates the relevance of each standard to the following categories: (A) general, providing an overview of items not covered under the other letters; (B) environmental understanding, examining knowledge of operations as they relate to risk management and appropriateness of activities; (C) human understanding, examining knowledge of participants' abilities, health, and readiness for the activities; (D) conducting the activity, examining how the program presents and operates each activity; (E) emergency procedures; (F) clothing and equipment, including maintenance, repair, replacement, and improvisation; and (G) nourishment, a program's provision of adequate food and observational data was compiled using the Science Classroom Rubric (Burry, Sunal, Turner, and Pittman, 1993). Analysis of covariance and paired T-test results indicated that the grouping climate alone had a significant effect on conceptual change. The classes that were grouped heterogeneously scored significantly higher on the conceptual change test than those classes that were grouped homogeneously. No significant effects were found for critical thinking. Contains 63 references. (Author/MKR)

ED 396 917 SE 058 404

Boyce, Jesse; And Others
Ground Truth Studies. Teacher Handbook. Second Edition.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Conservation (Environment); Earth Science; Elementary Secondary Education; Environmental Education; Global Warming; *Interdisciplinary Approach; *Science Activities
IDENTIFIERS- *Remote Sensing

Ground Truth Studies is an interdisciplinary activity-based program that draws on the broad range of sciences that make up the study of global change and the complementary technology of remote sensing. It integrates local environmental issues with global change topics, such as the greenhouse effect, loss of biological diversity, and ozone depletion. This handbook is designed to supplement existing curricula and has been used successfully at all age levels. The Global Change Primer answers many frequently asked questions about a number of major global change topics. The Remote Sensing Primer provides an overview of the theory and application of remote sensing technology and lists a number of references on remote sensing that also include striking images and case studies in the application of remote sensing. This book contains activities designed to explore and develop essential skills and concepts for field observation, measurement, etc.; develop the student's understanding of what we know about Earth systems and how we know it; integrate the skills, concepts, and observations in ways that increase the student's understanding of how local scale environment relates to regional and global scale Earth systems. Appendices include global temperature data set, image applications chart, sources for remote sensing imagery, as well as suggested reading and resources. (JRH)

ED 396 918 SE 058 410

Giddings, Geoffrey; Waldrip, Bruce G.
A Comparison of Science Laboratory Classrooms in Asia, Australia, South Pacific and USA: An International Study.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Comparative Analysis; Foreign Countries; High Schools; International Studies; Science Curriculum; *Science Laboratories; *Secondary School Students;

working in groups, preparing pupils for sciencing, gathering the materials, making room for sciencing, choosing the right approach to an elementary science program, teachers helping teachers, and evaluating pupil growth; (3) "Thinking and Decision Making in Science" which includes levels of thinking, freedom to choose, implications for the teacher, instructional strategies emphasizing thinking and decision making, learning teaching-for-thinking interactions, and choosing a way to teach science; (4) "60 Sciencing Activities"; and (5) "Journey into the Unknown". Appendix includes profiles of thinking-related behaviors. (JRH)

ED 396 939 SE 058 608

Posamentier, Alfred S.; Krulik, Stephen
Teachers! Prepare Your Students for the Mathematics for SAT*I: Methods and Problem-Solving Strategies.
PUB DATE- 96
NOTE- 126p.; For the companion student volume, see SE 058 609.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; *Mathematics Instruction; *Problem Solving; Secondary School Mathematics; *Standardized Tests; *Test Wiseness
IDENTIFIERS- *Scholastic Assessment Tests

This book focuses on curricular issues involved in preparing students for taking the SAT I--Reasoning Test using a problem-solving focus. There is a particular philosophy with which this book is presented. First, the illustrations have been selected to demonstrate in dramatic form the power of the procedure presented. Second, the problems both in this book and the companion student book are slightly more difficult than the items on the SAT I. Components of the book include: an overview of the SAT I, selective review of the mathematics taught through elementary algebra and geometry with particular attention to problem solving, less well known mathematics facts and problem solving short cuts, discussion on advising students on strategies for taking the SAT I, and detailed presentations of 10 specific problem-solving strategies. (MKR)

ED 396 940 SE 058 609

Posamentier, Alfred S.
Students! Get Ready for the Mathematics for SAT*I: Problem-Solving Strategies and Practice Tests.
PUB DATE- 96
NOTE- 214p.; For the companion teacher volume, see SE 058 608.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- High Schools; *Mathematics Instruction; *Problem Solving; Secondary School Mathematics; *Standardized Tests; *Test Wiseness
IDENTIFIERS- *Scholastic Assessment Tests

This book is designed to prepare students for taking the SAT I--Reasoning Test using a problem-solving focus. It clarifies the purpose, structure, and use of the SAT I and provides meaningful instructional material and explanations which illuminate the necessary skills. The book begins with a review of essential fundamentals, including useful concepts from number theory, arithmetic, algebra, and geometry. This is will outgrow. (MKR)

ED 396 963 SE 058 720

Symposium on Education (4th, Dallas, Texas, January 15-20, 1995).
SPONS. AGENCY- World Meteorological Organization, Geneva (Switzerland).
PUB DATE- Jan 95
NOTE- 257p.; A few pages contain light type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Climate; Educational Technology; Elementary Secondary Education; Higher Education; *Meteorology; *Oceanography; Research Projects; *Science Curriculum; Weather

The theme of this symposium was "Opening the Doors to the Future: Education in the Classroom and Beyond." Presentations, both oral and poster, are devoted to both K-12 and university educational issues in meteorological and oceanographic education. Oral presentations include: (1) "The Bachelor's Degree in Atmospheric Science-Revision of the 1987 AMS Statement" (Phillip Smith, S. Businger, E. Pani, and J. Zebransky); (2) "Meteorology's Educational Dilemma" (Paul Croft and M. Binkley); (3) "Involvement of Undergraduate Meteorology Students in Faculty Research Projects" (Gregory Byrd, R. Weinback, R. Ballentine, A. Stamm, and E. Chermack); (4) "Creating and Maintaining Enthusiasm for the Undergraduate Major" (Dayton Vincent and P. Smith); (5) "Weather Education at the Introductory College Level" (Robert Weinback and I. Greer); (6) "Weather and Life: A Cognitive Apprenticeship in Personalized Multidisciplinary Problem Solving" (Paul Croft and M. Tessmer); (7) "New Meteorology Program at the U.S. Air Force Academy Integrates Comet Multimedia and Computer Weather Lab into Undergraduate Curriculum" (Thomas Koehler, K. Blackwell, D. Knipp, B. Heckman); (8) "Integration of Interactive Multimedia into the Meteorology Curriculum at the United States Air Force Academy" (Delores Knipp and B. Heckman); (9) "A Survey of the Use of COMET's(R) Forecaster's Multimedia Library in the Academic Community" (Brian Heckman); (10) "Symbolic Manipulators in the Classroom: Using Student Research Topics in Oceanography and Meteorology to Enhance Teaching/Learning of Advanced Mathematics" (Reza Malek-Madani, D. Smith, and C. Gunderson); (11) "Classroom Applications of Interactive Meteorological Visualization" (Michael Biggerstaff and J. Nielsen-Gammon). The poster presentations include topics of interest for both K-12 and university educators. Two joint sessions focused on K-12 educational programs and new technologies for the classroom. The joint session with the 11th Conference on Interactive Information Processing Systems for Meteorology, Oceanography, and Hydrology included demonstrations of hardware and software systems designed to enhance meteorological and oceanographic education. Contains an author index. (JRH)

ED 396 964 SE 058 736

Treagust, David F., Ed.; And Others
Improving Teaching and Learning in Science and Mathematics.
PUB DATE- 96
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

colleagues. Part 5, "Where Do We Go From Here: Recommendations for Making the Classroom More Equitable for Everyone," contains recommendations for institutions, faculty members, and students for improving the learning climate. The volume concludes with two appendices: "Evaluating Your Course for Inclusion of Scholarship on Women," and "Questions for Faculty Members: Examining Your Class for Inadvertent Bias." Contains endnotes, resources, and an evaluation form. (EH)

ED 396 985 SO 026 545

Vidal, Sherry
Racism: A Literature Review of Its Definition and Existence in Work Settings.
PUB DATE- Jan 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Liberties; Civil Rights; Race; *Racial Bias; *Racial Discrimination; *Social Bias; *Social Discrimination

This paper explores the literature of racism. It discusses definitions of racism and prejudice, types of racism, and the existence of racism in society. The paper concludes that the complexities of the existence of racism in society make it difficult to evaluate its presence. Only through closer evaluation and clearer identification can effective ways of reducing racism be found. Contains 25 references. (EH)

ED 396 986 SO 026 548

Remy, Richard C., Ed.; Strzemieczny, Jacek, Ed.
Building Civic Education for Democracy in Poland.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 96
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship; *Citizenship Education; Civics; Comparative Education; *Democracy; Foreign Countries; Global Education; Higher Education; Law Related Education; Multicultural Education; Political Attitudes; Political Science
IDENTIFIERS- *Poland

This book provides a reflective analysis of the effort since 1991 of a group of Polish and U.S. educators to develop civic education programs for schools and teachers in Poland. The book contains 13 chapters and three appendices. Chapters include: (1) "Principles of Democracy for the Education of Citizens in Former Communist Countries of Central and Eastern Europe" (John J. Patrick); (2) "Essential Economics for Civic Education in Former Communist Countries of Central and Eastern Europe" (Steven L. Miller); (3) "Poland After the Democratic Revolution: Challenges for Civic Education" (Marta Zahorska-Bugaj); (4) "Education for Democratic Citizenship in Poland: Activities and Assumptions" (Richard C. Remy; Jacek Strzemiecnzy); (5) "The Curriculum Seminar: A Strategy for

Elementary Education; Elementary School Teachers; Faculty Development; *Helping Relationship; Higher Education; Inservice Teacher Education; Interpersonal Relationship; *Master Teachers; *Mentors; Program Development; School Culture; *Teacher Attitudes; Teaching Experience

This study examined the perceptions of experienced teachers who had taken on formal roles as mentor teachers. Case studies were developed for each of 10 participants, of whom 7 were neophyte mentors. Each mentor was interviewed four times throughout the school year, while their mentees were each interviewed twice. Mentors were also observed in the classroom. Results emphasized the idiosyncratic nature of the mentor/mentee relationship, and found the district/school culture surrounding the mentor program to have a significant influence on the relationship. Since the evolution of mentor/mentee relationships is found to be highly unpredictable, it is argued that those designing such programs should emphasize creating the optimal context for positive relationships rather than attempting to mandate specific dimensions of the relationship. It is also suggested that more structured mentor programs serve to establish a more clear understanding of each participant's mission, goals, and role, as well as lending an institutional validity to these roles. The importance of training for mentor teachers in specific skills such as active listening, clinical supervision, and adult development is also stressed. (Contains 43 references.) (PB)

ED 397 005 SP 036 717

Saurino, Dan R.
Teacher Team Collaborative Action Research.
PUB DATE- Apr 96
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Classroom Research; Cooperative Planning; Faculty Development; *Group Dynamics; Inservice Teacher Education; Intermediate Grades; Interpersonal Relationship; Junior High Schools; *Middle Schools; Qualitative Research; *Teacher Collaboration; *Team Teaching; *Teamwork
IDENTIFIERS- *Teacher Researchers

This paper explores the concept of combining collaborative action research, used in examining teacher behaviors, with group dynamics, used to facilitate new ideas and increase motivation. Specifically, the study examines the effort by one team of middle school teachers to conduct teacher team collaborative research. After reviewing the literature on the history and rationale of both group dynamics and action research, this paper outlines the foundation of the study in the principles of symbolic interactionism. The interactions of the team (with the researcher as collaborator), the understandings they came to through these interactions, and the impact of these understandings on their practice are all examined. Annotated scripts from team meetings are provided, illustrating the group's interaction and collaboration while the teacher-researchers were trying to develop components of a social skills curriculum for their students. Action research was found to be an effective tool for teachers' professional development, with the group aspect of teacher teams conducting such research

International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; English; *English (Second Language); *Finnish; Foreign Countries; Form Classes (Languages); Higher Education; *Interpersonal Communication; Language Patterns; Language Research; Language Usage; Linguistic Theory; *Native Speakers; *Pragmatics; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Politeness

A study investigated the use of lexical certainty modifiers, which have a mitigating or emphasizing function (e.g., "I suppose," "sort of," "obviously"). Although certainty modifiers add little to the referential information of messages, they can be very important interpersonally, particularly in terms of politeness. Analysis focused on the use of certainty modifiers by advanced level non-native (Finnish) speakers (NNSs) of English in comparison with that of native (British) speakers and those in conversations in Finnish. NNSs were university-level students. Data were drawn from 12 recorded informal conversations, 4 for each conversation type: among NNSs; among native English speakers; and among native Finnish speakers. Three types of certainty modifiers (hedges, emphatics, implicit modifiers) were distinguished and their distribution in the three conversation types was examined. Results indicate that although the NNSs were otherwise proficient English speakers, they were largely unaware of the significance of certainty modifiers, with the result that their conversation seems more detached, more matter-of-fact, and less involved with each other and with the topic at hand than the native speakers of either English or Finnish. Contains 16 references. (MSE)

ED 396 555 FL 023 913

Bardovi-Harlig, Kathleen; Hartford, Beverly S.
Refining the DCT: Comparing Open Questionnaires and Dialogue Completion Tasks.
PUB DATE- 93
NOTE- 25p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Dialogs (Language); *Interpersonal Communication; Language Research; *Language Tests; Linguistic Theory; *Pragmatics; *Questionnaires; Test Format; Test Items; Test Use
IDENTIFIERS- *Discourse Completion Test; Turn Taking

A study compared the influence of two forms of discourse completion test (DCT) on the elicitation of rejection of advice. An open questionnaire providing scenarios alone was compared with a classic dialogue completion task in which a conversational turn is provided. The tasks were given to 32 graduate students, 19 native and 13 non-native speakers. Approximately half were administered the questionnaire first and half the dialogue task first, followed by the remaining task. Responses were coded for types of semantic formulas used. Results are presented first for comparison of the two task developing the imaginations of students. It is suggested that media education opens up a form of literacy that is more than functional and that recognizes that information, in whatever format, is always value-laden. (Contains 16 references.) (NAV)

ED 396 574 FL 023 936

Brumfit, Christopher
English Language Teaching, Education and Power.
PUB DATE- 94
NOTE- 14p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; *English (Second Language); *English Instruction; Foreign Countries; *Intercultural Communication; International Cooperation; *Language Role; *Political Power; Political Socialization; Second Language Instruction; Second Language Learning; World History

This paper explores the relationships between English as a world language, native speakers and their governments, and educational practices to illustrate the risks of power by language and the risks of language. A brief political history of the English language is followed by predictions on the use of English in the 1990s. It is suggested that once a people become educated, the struggle for a national language becomes irresistible and literacy in local languages increases. Throughout history, questions of power and money inevitably lead to the need for a common language for negotiation and discussion. It is concluded that English plays a major role in the movement throughout the world towards greater communication across cultures and that there are risks as well as advantages to this role for native-English speaking countries. (Contains 14 references.) (NAV)

ED 396 575 FL 023 937

Mar-Molinero, Clare
The Politics of Language: Spain's Minority Languages.
PUB DATE- 94
NOTE- 10p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Maintenance; Educational Policy; Foreign Countries; Language Maintenance; *Language Minorities; Language Planning; Minority Groups; National Norms; Official Languages; Political Power; *Political Socialization; *Public Policy; *Second Language Learning
IDENTIFIERS- *Spain

This paper examines the linguistic and legal framework in Spain and its attempts to define nationhood and a collective identity that encompasses its three major linguistic minority groups. The four major language groups of Spain are discussed with regard to official language policy and legislation. Article 3 of the 1978 Spanish constitution was heralded as a radical new recognition of linguistic rights and cultural pluralism, so long denied by the Franco dictatorship. Yet careful analysis of this article reaffirms that the politics of language in Spain remain contentious and ambiguous, in part because of the very language of politics itself. The pull between consensus and ambiguity is examined as is how this represents tensions

PUB DATE- Jan 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Educational Policy; *Financial Problems; Financial Support; Higher Education; *Liberal Arts; Participant Satisfaction; *Social Values; Student Costs; Undergraduate Study

This theme issue of "Policy Perspectives" examines the role and survivability of liberal arts colleges in an age of universities. The lead essay, "Cross Currents," emphasizes that the liberal arts college embodies the ideal form of scholarly purpose and endeavor in undergraduate institutions, that the gap between the values inherent in a liberal education and the values of a society preoccupied with immediate returns causes financial distress for liberal arts colleges, and that the use of institutionally funded financial aid has become increasingly necessary to compete. The essay outlines strategies for dealing with these challenges. Several commentaries to the lead essay are presented, including: "Aspiring to Excellence" (Robert H. Edwards); "Teaching as Conversation" (Tom Gerety); "Building Cooperative Arrangements" (Mary Patterson McPherson); "Demonstrating Our Claims" (Kathryn Mohrman); "Rethinking Faculty Time" (Frederick C. Nahm); "Achieving Greater Coherence" (John Synodinos); and "A Different Vantage" (Richard Sisson). The final paper, "Giving Discounts, Getting Satisfaction: An Analysis of Institutions and Their Students," presents data from five institutions indicating that four of the five offered discounts to the majority of freshmen in 1992, and presents data from the Higher Education Data Sharing Consortium indicating that the overwhelming majority of students are pleased with the quality of their experiences. (JDD)

ED 396 594 HE 029 218

Emberley, Peter C.; Newell, Waller R.
Bankrupt Education. The Decline of Liberal Education in Canada.
PUB DATE- 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Back to Basics; Classical Literature; *Conventional Instruction; Educational Change; *Educational Innovation; Educational Objectives; Ethical Instruction; Foreign Countries; *General Education; Higher Education; Liberal Arts; Modernism; *Traditional Schools
IDENTIFIERS- Canada

This book argues that the Canadian public higher education system should return to the principles of a classical tradition of liberal education, abandoning the experimentation in school curricula and teaching methods of the last three decades. Taking as its point of departure the Ontario government's initiatives concerning destreaming and the "transition years," the book discusses the principles involved in the new curriculum, and discusses the Smith Report (which decried the emphasis on research over teaching at most Canadian universities) and the economic and political pressures, put on the universities, a condition which undermines their educational goals. The incongruity between the new education

(Nick Sutcliffe). (Individual chapters contain references.) (DB)

ED 396 612 HE 029 241

Vacik, Stephen M.; Miller, Michael T.
Development and Planning Perspectives on Virginia's Henrico College.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; Articulation (Education); *Colleges; *Educational History; Elementary Secondary Education; Fund Raising; Government Role; Higher Education; Role of Education; United States History
IDENTIFIERS- *Henrico College VA; Seventeenth Century

This paper examines the history of the growth, development, and failure of Henrico College (Virginia), the first planned college in colonial America, and draws implications for contemporary higher education. It considers the role of the Virginia Company of London during the early 17th century in the college's early planning, the school's purpose (to educate and evangelize Native Americans), the planning process (involving the English government, local officials, and the Virginia Company), and its failure just prior to opening (following an Indian uprising). The Henrico experience is evaluated in terms of four precedents for consideration by contemporary higher education: (1) the view of education as a means of social reform; (2) the heavy involvement and control of the government; (3) the importance of fund raising; and (4) the development of an early form of seamless education from the elementary level through college. (Contains 26 references.) (DB)

ED 396 613 HE 029 242

Duhon-Haynes, Gwendolyn M.
Student Empowerment: Definition, Implications, and Strategies for Implementation.
PUB DATE- 12 Mar 96
NOTE- 8p.; Paper presented at the Third World Symposium (Grambling, Louisiana, March 12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Personal Autonomy; Professional Autonomy; *Self Determination; Self Evaluation (Individuals); *Student Empowerment; Student Participation; *Teacher Empowerment

This review of the literature defines the concept of student empowerment, discusses the implications of student empowerment in educational settings, and outlines strategies for facilitating increased empowerment. A definition of "empowerment" as "bringing into a state of belief one's ability to act effectively," is offered and the critical importance of effective relationships between teachers and students is stressed. Principles of mutual respect, validation, and a focus on success are seen as empowering both students and teachers. Increased teacher empowerment is seen to be facilitated by encouraging teacher ownership of change, teacher choices, dissertation. Specific course recommendations include three credits each in research design, multivariate analysis, interviewing skills, psychotherapy systems theory, psychotherapy in a community placement, individual assessment (six credits), personality assessment (six credits), adult assessment, child assessment, psychopathology (six credits), ethics, supervision and administration of psychology services; and two supervised practica in clinical psychopharmacology. (Contains six references.) (CK)

ED 396 633 HE 029 263

An Analysis of Postsecondary Student Preparedness and Remedial Education Needs. A Joint Interim Project of the Committee on Higher Education and the Committee on Education.
PUB DATE- 8 Jan 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Accountability; Associate Degrees; College Preparation; College Students; Community Colleges; Developmental Studies Programs; *Educational Finance; Educational Needs; Females; Higher Education; High Risk Students; Incentives; Public Colleges; *Remedial Instruction; *Student Characteristics; *Student Needs; Test Results; *Two Year College Students
IDENTIFIERS- *Florida

This analysis of postsecondary student preparedness and remedial education needs attending Florida community colleges focuses on two cohorts: 125,000 first-time-enrolled community college students enrolled in a community college over a three-semester period during 1993-94 and a cohort of over 18,000 public high school graduates (1994) enrolled in a Florida community college during the 1994-95 academic year. The report analyzes the causes, effects, and costs of providing remediation services to students who are not qualified, based on standardized test scores, to enroll in college-level course work. Findings indicated that 69 percent of the first cohort and 62 percent of the second cohort of students required at least one remedial course in math, reading, or writing; that students who took required remedial courses had substantially higher grade point averages than similar students who did not complete remedial course work; that completion of Algebra I, Geometry, and Algebra II in high school significantly reduced the need for math remedial education at the postsecondary level; and that the state's investment in postsecondary remedial education in 1993-94 exceeded $51 million dollars. Recommendations include raising academic and accountability standards and creating incentives and disincentives for schools and students. Eight appendices providing information on academic standards at the high school and postsecondary levels are included. (Contains 14 references.) (CK)

ED 396 634 HE 029 264

A Study of State University Student Issues: Due Process and the Rights of Students, Health Services & Insurance, and Grade Appeal Policies. An Interim Project of the Committee on Higher Education.
PUB DATE- 8 Jan 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

counselors participating in a 1-day, eight session workshop on student financial aid for postsecondary education. The workshop attempts to: identify basic requirements and responsibilities students need to know about when applying for and accepting federal student aid; provide basic information about requirements of federal student aid programs; and identify federal publications and resources needed when working with students and parents. The individual sessions cover the following topics: (1) introduction to the workshop and training materials; (2) introduction to student financial aid programs; (3) student eligibility requirements for federal financial aid programs; (4) how postsecondary schools package financial aid awards; (5) the 1995-96 Federal Financial Aid Delivery System; (6) completing the 1995-96 Free Application for Federal Student Aid (FAFSA); (7) how to plan and conduct a financial aid awareness program; and (8) workshop wrap-up and evaluation. Appended are complete materials including a sample script and transparency masters for conducting a financial aid awareness program. Also appended are addresses of FAFSA processors. (DB)

ED 396 652 HE 029 292

Minority Enrollment in Graduate and Professional Schools: Recruitment, Admissions, Financial Assistance. A Technical Assistance Handbook.
SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Persistence; College Admission; *Enrollment; *Graduate Study; Higher Education; *Minority Groups; *Professional Education; School Holding Power; Student Financial Aid; Student Recruitment; Universities

This handbook is intended to be a resource for graduate and professional schools in their efforts to increase minority student representation in their programs. The information is based on analysis of published materials; consultation with knowledgeable individuals, schools, educational organizations, and professional groups concerned with minority enrollment; and outcomes of nine regional workshops which examined issues of recruitment, admissions, financial assistance, and retention in minority enrollment. Of these issues, admissions procedures seemed to have been given the most attention by institutions, especially in regards to use of standardized test scores. The importance of providing supportive services for retention of minority students is stressed. Difficulties and different approaches in the areas of recruitment and financial assistance are addressed. After an introductory chapter, Chapter 2 describes the legal basis for the Office for Civil Rights' attention to minority enrollment in graduate and professional schools; the current status of minority group enrollment; and the major issues. Chapters 3, 4, and 5 are specific treatments of recruitment, admissions, and financial assistance, respectively. Strategies in these areas for enhancing minority enrollment are discussed and assessed. Chapter 6 presents suggested recommendations. Appended are listings of organizations and institutional representatives consulted during this project. (Contains 48 references.) (DB) using the personal computer to display and manipulate a variety of electronic media simultaneously (combining elements of text and speech, music and sound, still images, motion video, and animated graphics) and allows viewers interactive control. The task of each student was to use interactive multimedia to document or express the concept of "freedom," whether personal, social, philosophical, political, or otherwise. The HyperGLOB project required students to work in a collective and collaborative mode, as well as individually. Each student established a hypermedia link between their individual stack and two stacks designed by others. The final result was a large network of convergent ideas. Design factors are discussed in light of their influence on interactivity, presentation structure, and educational objectives. Reproductions of computer screens provide partial examples of student projects. (Author/BEW)

ED 396 673 IR 017 849

Sternheim, Morton M.; And Others
Telecommunications: From the Physics Forum to SpaceMet to UMassK12.
PUB DATE- 94
NOTE- 9p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Computer Mediated Communication; Databases; Downloading; *Electronic Mail; Elementary Secondary Education; Institutional Cooperation; Modems; *Partnerships in Education; Physics; Science Instruction; *State Programs; Telecommunications
IDENTIFIERS- *Connectivity; Grant Recipients; *Massachusetts; National Science Foundation; Technology Utilization

The authors' experiences with electronic bulletin boards are recounted. Begun in 1986, the Physics Forum bulletin board for Massachusetts high school physics teachers spent its first few years as a resource of limited use only. In 1989, however, the National Science Foundation awarded the Five Colleges/Western Massachusetts Partnership a grant which facilitated the transformation of the Physics Forum to the SpaceMet network, which features electronic mail capabilities along with downloadable files and a searchable database. Another development has been the UMassK12 Internet bulletin board for Massachusetts K-12 educators and students. Issues and details about connectivity are discussed in light of the fact the UMassK12 can support 100 concurrent modem callers and that usage is increasing. Several examples of bulletin board messages are provided. (BEW)

ED 396 674 IR 017 850

Hidaka, Kazuyoshi
A Laboratory for Learning and Teaching 3D Geometry.
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English

described are Waffle, an MS-DOS bulletin board system, and Linux, a free Unix-like operating system that can act as an IMAP (Internet Message Access Protocol) and POP (Post Office Protocol) server for programs like PC-Pine, NUPOP (Northwest University Post Office Protocol), and Eudora. Both systems use a UUCP connection to exchange mail with an Internet host. A benefit of using UUCP (Unix-to-Unix Copy Program) is that only one modem is needed (users of the system don't need direct access to the modem), and that modem is controlled by a computer, minimizing time online. Included in this paper are FTP sites where these programs can be found and other sources of information about UUCP, Linux, and Waffle. (Author/AEF)

ED 396 695   IR 017 871

Watson, Deryn M.
An IT Revolution in UK Schools?
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Technology; Student Improvement; Student Motivation
IDENTIFIERS- *United Kingdom

Evidence indicates that the anticipated Information Technology (IT) revolution in United Kingdom (UK) schools has not occurred. The ImpacT study evaluated the effect of IT on children's achievements in UK primary and secondary schools. The research revealed that IT can make significant contributions to teaching and learning, but a variety of inhibitors are still limiting the scope of impact. IT was found to have a positive impact on children's achievements, but this was not consistent across subjects or age ranges. This positive impact was difficult to separate from other such factors as pupil access and opportunity, teacher ability, and school and LEA (Local Education Authority) support. Of the subject areas studied, IT contribution was especially significant in mathematics, geography, and primary English. The results were influenced by the extent of use and integration of IT into subject teaching and pointed towards the existence of a "minimum threshold of IT use" before the impact of IT could be detected. The contribution of IT was in terms of increased motivation, concentration, and more challenging learning situations. (Contains 13 references.) (Author/AEF)

ED 396 696   IR 017 872

Williams, Marian G.; Traynor, Carol
Participatory Design of Educational Software.
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

(141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Cost Effectiveness; *Educational Technology; Elementary Secondary Education; *Equal Education; Foreign Countries; Information Policy; *Internet; Problems; Technological Advancement
IDENTIFIERS- *Barriers to Change; *Canada; Connectivity

Following a brief description of educational networking initiatives in Canada, this paper points out some barriers to the further expansion of electronic networking in K-12 classrooms. Disparities in existing infrastructure are described, and considerations about the need to maintain the relevance of educational tools to the learner environment are presented. The importance of user community control of the networking environment is emphasized. In presenting suggestions to further the government's policy objectives of universal service at affordable cost, this paper recommends changes to the regulatory environment to encourage connectivity and suggests that basic services be defined and made available to schools at no cost beyond the fixed monthly line charges. (Author)

ED 396 715 IR 017 927

Ely, Donald P.
Distance Education: By Design or Default?
PUB DATE- 21 Jun 96
NOTE- 12p.; Paper presented at the Conference of the Association for Educational Communications and Technology (Tallahassee, FL, June 21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Cost Effectiveness; *Distance Education; *Educational Needs; *Educational Objectives; Educational Technology; Elementary Secondary Education; Evaluation Criteria; *Needs Assessment; Nontraditional Education; Postsecondary Education; Problems; Training Methods

Technology is often the driving force in the distance education movement, rather than the needs or educational problems that exist and need to be addressed. This paper considers the questions that should be asked before deciding that distance education is an appropriate solution to an education or training problem. The most successful distance education programs in the world are those that respond to real needs and offer an alternative to learning which would otherwise be denied or prohibitive in terms of cost and time. The popularity of distance education and the attempt to immediately utilize new technologies often bypasses an initial analysis and needs assessment. Questions to consider before implementing a distance education program include: what is the purpose, for whom, why, how will distance education improve the quality of teaching and enhance the benefits to learners, and at what cost? The survival of distance learning will depend on the ability to raise the right questions, seek cost-effective alternatives to traditional instructional practices, and to design engaging events that will bring about active, involved learners. (Author/SWC)

ED 396 716 IR 017 928

Matthews, Denise; Reiss, John G.
Guide to Instructional Videoconferencing.

searching for information in situations where there is no reading or reference list provided. At this stage, users learn that there is no single correct answer, and that flexibility, a range of strategies, and appropriate evaluation of outcomes to meet the students' own individual interests and needs is the best approach to use when keyword searching. (Author/AEF)

ED 396 733 IR 017 946

McAlpine, Iain
A Qualitative Study of Learning from CAL Programs in Two Tertiary Education Courses.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Measurement; *Cognitive Style; College Students; Comparative Analysis; *Computer Assisted Instruction; Educational Research; *Evaluation Methods; Foreign Countries; *Information Processing; *Learning Strategies; Postsecondary Education; Teacher Education

The purpose of this paper is to consider a range of qualitative aspects and measures of student learning in current use, and to consider the insights into student learning that these provide. In this study, a measure of depth of processing, the Structure of Observed Learning Outcomes (SOLO) taxonomy developed by J. B. Biggs and F. K. Collis (1982) was applied. To determine whether students learn in depth when using computer assisted learning (CAL) programs, an evaluation study was carried out on two groups of postsecondary level education students who used a CAL program to learn a particular aspect of their course. Students were asked a question about the material they had studied which required an open ended and structured response. This question was assessed using the SOLO taxonomy, which assessed depth of learning in terms of the relationships that student constructed, and the structured nature of the student's response. One study showed a high level of SOLO responses, which the other indicated a very low level. Research using the Study Process Questionnaire (SPQ) has indicated that many learners do not use an approach that would lead to a deep level response. All students were asked to complete the SPQ at the beginning of each study. The comparison between the SPQ and SOLO scores highlights the difference between the two groups of students evaluated. Interpretive data was gathered from both groups of students on their use of the program. Although neither program used generative learning strategies, many students in one group did show evidence of deep learning. (Contains 11 references.) (AEF)

ED 396 734 IR 017 947

McLoughlin, Catherine
Telematics for Higher Order Learning: Challenges and Opportunities.
PUB DATE- 96
NOTE- 8p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.

sections representing specific ethnic groups and one identifying multiethnic materials. Each of the sections lists recommended books followed by recommended videos. Entries within each section are arranged alphabetically by title. Recent but unreviewed video titles are separated from recommended and reviewed videos and are labeled as such. The Multiethnic Materials category lists works covering two or more ethnic groups. Books within each ethnic category are further subdivided by genre: biographies, folklore, literature, and poetry; young adult fiction; reference and scholarly works; and nonfiction. Because of the diversity of groups covered in the Asian American section, titles are broken into sections covering Cambodian Americans, Chinese Americans, Japanese Americans, Korean Americans, Pacific Islanders, and Vietnamese Americans. Titles covering more that one Asian American group are listed in a final category labeled Asian Americans-Multiethnic. Author, title, and subject indexes to all titles appear at the end of the volume. (Author)

ED 396 749 IR 055 920

Borne, Barbara Wood
100 Research Topic Guides for Students. Greenwood Professional Guides in School Librarianship.
PUB DATE- 96
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; Databases; High Schools; High School Students; Indexes; *Information Sources; Library Materials; Nonprint Media; Periodicals; Printed Materials; *Reference Materials; *Research Papers (Students); Scientific Concepts; Social Studies; *Student Research; Technology

This book is a comprehensive guide to 100 popular research topics for high school students. Each guide, which can be photocopied, will help the student to locate print and nonprint information about the topic, narrow the scope of the paper, and find related topics. In addition to serving as a map to library resources, each guide acts as an outline of library research procedures. From "abortion" to "youth gangs," the 100 topic guides are organized into sections on science and technology, social issues, social studies, and biography. Each guide contains a capsule description of the topic; Dewey Decimal call numbers for shelf browsing; subject headings; pamphlet file sources; reference materials; book and CD-ROM periodical indexes; online databases; key words and descriptors to use in searching; a list of videotapes on the topic; fiction information; suggestions for narrowing the topic; and suggestions for related topics. An appendix of aids to research is included to help students with note-taking, bibliographic citations, and electronic database searching. (Author/AEF)

ED 396 750 IR 055 921

The South Carolina Program for Library Development, 1995-1998, under the Library Services and Construction Act (P.L. 101-254, FY 1996).
PUB DATE- 95
NOTE- 70p.; For the 1994-97 report, see ED 378 993.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

as well as electronic document delivery systems. The report begins with an historical overview of document delivery that discusses interlibrary loans, telecommunications, and library automation. Other topics include an overview of various services and fees; the legal issues of document delivery; a glimpse of document delivery in AT&T's corporate setting; the future outlook for document delivery; and a directory of current suppliers along with a brief evaluation of the capabilities of each. The chapters are: (1) "Introduction to Document Delivery--An Historical Overview" (Georgia Finnigan); (2) "The Rise of Value-added Document Delivery Services" (Georgia Finnigan); (3) "Legal Issues Related to Document Delivery" (Joseph L. Ebersole); (4) "A Case Study: Document Delivery in a Corporate Setting" (Laurie McFaddon and Rochelle Levin); (5) "The Future of Document Delivery--Statements from Suppliers" (Brian Hancock and others); (6) "Snapshot of Document Suppliers" (Laurie McFaddon and Rochelle Levin). (Author/AEF)

ED 396 769   IR 055 942

Elias, Art; Unruh, Betty
Partnering in the Information Industry. 1995 NFAIS Report Series: New Technologies and New Relationships, Number 2.
PUB DATE- 95
NOTE- 115p.; Edited by Dick Kaser.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business; *Case Studies; *Cooperative Programs; Government (Administrative Body); Guidelines; *Information Industry; Information Services; Interviews; Nonprofit Organizations; Organizational Development; *Partnerships in Education; Strategic Planning
IDENTIFIERS- *Business Partnerships; *Public Private Partnership Programs

Based on personal interviews with key figures in the information industry about the success or failure of their partnering efforts, this report provides a case-by-case study of what works and what doesn't when selecting a partner, planning a joint service or product, and following through with the joint-development efforts. Thirteen information service partnering arrangements, which span government, commercial, educational, and not-for-profit organizations, are profiled and analyzed. The report is divided into two parts. "Part 1: Profiles in Partnering" provides a narrative account of each of the 13 partnering arrangements. This section is filled with tips, advice, and guidance for those considering a partnership deal. "Part 2: Factors in Partnership" identifies factors that one might consider in selecting a partner or defining a partnership. Each of the 13 case studies is reconsidered on the basis of these key factors and conclusions and recommendations are then provided. The survey form is appended. (Author/AEF)

ED 396 770   IR 055 943

Reproduction of Copyrighted Works by Educators and Librarians. Circular 21. Revised .
PUB DATE- Sep 95
NOTE- 27p.; For the 1978 edition, see ED 244 642.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials

(150)
DESCRIPTORS- Community Colleges; Declining Enrollment; Educational Innovation; Enrollment Management; *Experimental Curriculum; Instructional Innovation; *Participant Satisfaction; Program Effectiveness; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; Two Year College Students; *Weekend Programs
IDENTIFIERS- *Burlington County College NJ

In response to a projected enrollment decline for spring 1995, Burlington County College, in New Jersey, offered "Power Package" courses, or 11, 45-hour courses held over 3 weekends, to attract more credit students. In response to questions regarding the academic validity of these alternative courses, the college undertook a study to evaluate their effectiveness. Data were collected from a telephone survey of 91 of the 185 students who took a weekend course, college records on student characteristics and grades, surveys of faculty, student course evaluations, and in-class surveys of students administered by faculty. An analysis of responses revealed the following: (1) women comprised 59% of the students enrolled, while minority students comprised 22%; (2) 89% of the students indicated that they would enroll in another Power Package course, but only 11% had done so as of summer 1996; (3) 7 of the 8 instructors surveyed said that they would teach another course, while 8 of all 11 instructors have done so; (4) 44% of the students indicated that they had learned the same amount in the courses as they would have in traditional courses, while 43% thought that they had learned more; and (5) 66% of the students responded that there was more student and instructor interaction in the weekend courses than in regular courses. The student and faculty survey instruments are appended. (TGI)

ED 396 788   JC 960 415

An Analysis of Agriculture and Horticulture Programs at Illinois Public Community Colleges. Accountability Report.
PUB DATE- Jun 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Agricultural Education; Articulation (Education); *Community Colleges; *Cost Effectiveness; Employment Statistics; *Horticulture; *Labor Needs; Program Costs; Program Effectiveness; Program Evaluation; Public Colleges; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Illinois Community College System

Prepared as part of a state program review, this report presents results from a review undertaken of all agriculture and horticulture programs at Illinois public community colleges for fiscal year 1995. The first part focuses on the four agricultural programs reviewed: Agricultural Business and Management; Agricultural Production, Workers, and Managers; Agricultural Food Production & Processing, Operations, and Management; and Agricultural Supplies and Related Services. For each program, the report describes outcomes related to the need for the program, including data on enrollment, completions, job placement of graduates, and labor market demand for graduates; program cost-effectiveness; and program quality, including data on teaching and learning, partnerships with local businesses, articulation, and student activities. The second part discusses the eight horticulture programs reviewed (i.e., General, Arboriculture, Ornamental Horticulture, Greenhouse Operation

(141)
DESCRIPTORS- *Accountability; *College Planning; Community Colleges; Community Development; Curriculum Development; Educational Facilities; *Educational Finance; Educational Quality; Enrollment Management; *Governance; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Redwoods Community College District CA

Setting forth the main components and major directions for California's College of the Redwoods and its district into the next century, this strategic plan represents a blueprint for college initiatives and budgeting. Following a letter from the college president, an introduction indicates that the plan has three main emphases: ensuring excellence in teaching and learning, developing a diversified funding base, and developing a solid infrastructure and accountability system. Next, the following nine specific directions of development are described, including specific recommendations specifying objectives, timelines, responsibility, and sources of funding: (1) curriculum, including issues related to the transfer function, multicultural perspectives, degree completion, workforce training, and educational technology; (2) student services, focusing on counseling and academic services and faculty participation in student services; (3) human resources, emphasizing recruitment and retention of a culturally diverse staff and staff development; (4) enrollment management, discussing recruitment and efforts to increase enrollment; (5) finance, focusing on the development of a diversified funding base; (6) community development, highlighting training and retraining opportunities, leadership development, and recreational development; (7) structure and governance, addressing issues related to de-centralized authority, accountability, and autonomy for outlying campuses; (8) planning, research, and development, exploring issues related to improving information resources, distributing information systems, and budgeting; and (9) facilities, focusing on maintenance, remodeling, and housing needs. (TGI)

ED 396 806 JC 960 443

Lau, Ron
Shared Governance and Compton Community College District.
PUB DATE- 27 Mar 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *College Administration; College Governing Councils; Community Colleges; Community Role; *Faculty College Relationship; *Governance; *Organizational Communication; *Participative Decision Making; Teacher Role; Two Year Colleges
IDENTIFIERS- Assembly Bill 1725 (California 1989); *Compton Community College CA

Shared governance within the community college fosters a sense of empowerment and equal partnership in the members of the organization. Accountability is multi-directional, not hierarchical, as in the case of the traditional pyramidal organization. In California, community college governance underwent a tremendous change in 1988 with the passage of Assembly Bill (AB) 1725, a community college reform proposal that strengthened the role of faculty, particularly academic senates. In 1992, Compton Community College (CCC) adopted local AB 1725 policies and procedures, documenting the shared responsibility between the Board of Trustees, the district

NOTE- 231p.; Doctoral Thesis, Uppsala University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Aesthetic Values; Child Caregivers; Comparative Analysis; *Cultural Influences; Dramatics; Early Childhood Education; Foreign Countries; Games; Learning Activities; *Play; Teaching Methods; *Young Children
IDENTIFIERS- Froebel (Friedrich); Sweden; Vygotsky (Lev S)

Based on Vygotsky's theory amongst others that play reflects different aspects of children's development and culture, this thesis explores in depth how aesthetic activities can influence children's play and the nature of the connections between play and culture, primarily in the aesthetic forms of drama and literature. The thesis also presents ideas on testing and developing models for an aesthetic pedagogy of play in preschool. Part 1 of the thesis presents the background and theoretical starting points of this didactic study, and includes discussions of the role of play in Swedish Preschools, the Froebel pedagogy, developmental theories of psychology and play pedagogy, as well as the different traditions of research into play and the need for an aesthetic approach. Part 2 discusses interpretations and analysis of different types of pedagogy, ideas in creating a play world for children, and examples of games that can reinforce children's sensitivity to role, dramatization, and aesthetics. Part 3, the conclusion, discusses the meaning of dramatic action in play, the roles of adults, play development in classes, and the linkage between play and children's culture. Results of a survey of child care workers in one Swedish municipality are appended. Contains 250 references. (MOK)

ED 396 825 PS 024 277

Hovda, Ric A., Ed.; And Others
Creating Nongraded K-3 Classrooms: Teachers' Stories and Lessons Learned.
PUB DATE- 96
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Development; Classroom Environment; Curriculum Design; *Educational Change; Grouping (Instructional Purposes); Learning Activities; Measures (Individuals); *Mixed Age Grouping; Nongraded Instructional Grouping; Parent Participation; *Primary Education; Professional Development; Student Needs; Teaching Methods; Theory Practice Relationship; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs; Kentucky Education Reform Act 1990

Based on the experiences of teachers, principals, and parents involved in the Kentucky Education Reform Act (KERA), this book is a collection of accounts and reflections by teachers or administrators who have engaged in developing and implementing nongraded primary education programs. The articles in this book are: (1) "Reforming the Education of Young Children" (Diane Kyle, and others); (2) "We are Here" (Katherine Alexander) on how teachers' personal and professional lives interact in the process of reform; (3) "Team Teaching: A Journey of Professional Bonding and Reflective Practice" (Anne Dill and Geraldine Hendricks); (4) "Sea of Changes: Finding Sunken Treasures in Shark-Infested Waters" (Cathy Cool) on adapting to change; (5) "Assessment in a Nongraded Primary Program:

teachers involved in the project for 18 months were able to articulate powerful learning theory tenets; analysis of idea units in teacher essays suggested richer descriptions of powerful learning over time. The Checklist proved more useful for identifying schoolwide growth than individual change. Identified strengths differentiated the two schools. Many individual challenges identified at the pretest were identified as strengths 4 months later. A progress report completed by teachers included descriptions of sharing classroom activities, benefits of the seminars, and an overall evaluation. (The Powerful Learning Checklist and Characteristics of Powerful Learning are appended. Contains 16 references.) (KDFB)

ED 396 845 PS 024 359

Tchernigova, Svetlana
Puzzling Boys and Girls (Gender Differences in Problem-Solving in Preschoolers through Puzzles).
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Metacognition; Preschool Children; Preschool Education; *Problem Solving; Puzzles; *Sex Differences
IDENTIFIERS- Private Speech; Vygotsky (Lev S)

This study investigated gender differences in preschoolers' problem solving. Ten boys and 10 girls from the same preschool class with a median age of 4 years 1 month from multicultural middle class families participated. Children were presented with a separate novel form board puzzle designed for young children each day for 3 days in a standardized order. Children were later asked to explain how to do a puzzle for a friend in the class. Experimental sessions were recorded on videotape. Children's speech during puzzle completion was recorded and coded for two forms of social and six forms of inner speech. Puzzle-solving performance was coded according to five motor behavior categories. Several gender differences were reported: (1) Girls were more likely than boys to complete all the puzzles; (2) Boys were more likely than girls to use trial and error and had shorter latencies to begin puzzle completion, whereas girls tended to look for clues and related their prior knowledge to the puzzle to develop a strategy; (3) Boys were more likely than girls to use social speech during pauses between motor acts; (4) Speech did not occur as often as in previous studies, and task success was not associated with private speech, especially for girls, the verbalizations actually accrued within a series of failed or nearly failed activities mostly for boys; (5) Girls were more persistent than boys; (6) Girls were better able than boys to verbalize their strategies both to the experimenter and to a classmate. (Includes 1 table and 2 figures. Contains 14 references.) (KDFB)

ED 396 846 PS 024 361

Edge, Denzil
Maupin MegaSkills School-Wide Program. Final Evaluation Report and Executive Summary.
PUB DATE- Mar 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Focus Groups; Outcomes of

people and treatment options. In the Spring-Summer issue, "HIV Prevention in Rural Alaska" (Joe Cantil) describes both a program using telecommunications for AIDS prevention education in rural Alaska, and the Youth Leadership Symposium for AIDS Prevention, involving youth from rural Alaskan villages. "The ART Education Model: An Approach to HIV and AIDS Education Developed" by the AIDS Resource Team (ART), Incorporated, describes ART's programs in rural communities in the Midwest. "HIV Prevention for a Lifetime: Educating Our Children" (Calvin E. Twoguns) stresses communication with Native American children about high-risk behaviors. In the Autumn issue, "A Journey to Life: Native People with HIV Disease and Traditional Healing" (Marcie R. Rendon) discusses traditional healing and ceremonies as part of AIDS treatment. "Increasing Access to Care: The Native Special Initiatives Program" (Jay Johnson) describes nine grant projects involving culturally appropriate HIV/AIDS services. "It's Up to Me" (David Andrews) is a personal account by a homosexual Native American infected with AIDS. Each issue highlights the work of a Native American artist and includes book and video reviews and announcements of special events. (KS)

ED 396 864   RC 019 531

Churchill, Ward
Naming Our Destiny: Toward a Language of American Indian Liberation.
PUB DATE- 93
NOTE- 68p.; In: Churchill, Ward. Indians Are Us? Culture and Genocide in Native North America. Monroe, Maine, Common Courage Press, 1993. p291-357.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- American Indian History; *American Indians; Consciousness Raising; *Definitions; *Federal Indian Relationship; Group Status; *Language Usage; *Racial Bias; Self Concept; *Self Determination; Semantics; Treaties; Tribes
IDENTIFIERS- Genocide; Respect

This essay provides teachers and others with an awareness of the social and political implications of words used to designate indigenous peoples of North America. How a group is seen by others and how it sees itself in many ways define the conditions under which the group will live, and the options it can exercise to affect these conditions. The distinction between identifying American Indians as members of "peoples" that constitute "nations" in their own right, and casting them as members of groups that comprise something less--a community, a clan, a "minority group," or a "tribe"--incurs a decisive meaning. Words such as "nation" and "tribe" are not interchangeable in either political or legal contexts, all protestations of government officials and "responsible tribal leaders" notwithstanding. Evidence drawn from dictionaries, Native-language terminology, historical documents, treaties, federal legislation, Supreme Court decisions, and international law is used to demonstrate: (1) the inappropriate emphasis on blood lines suggested by "tribe"; (2) the lack of a Native-language equivalent to "tribe"; (3) the animalistic and subordinate connotations of "tribe," as opposed to the strictly human meaning of "people"; (4) the meaning of "nation" and implications for government-to-government relations; and (5) how these words relate to the rhetoric of extermination. Pursuing a language of liberation is the first step in ensuring

Multivariate analyses, both at school and district levels, revealed a consistent, statistically significant interaction that replicated results of a similar 1988 California study. Results indicate that in 1990, before the onset of state-enforced consolidation, small schools and districts enhanced the achievement of poor students in West Virginia, whereas large schools and districts enhanced the achievement of affluent students. The negative effects of large size among impoverished schools and districts were twice the magnitude of positive effects of large size for affluent schools and districts. Negative effect sizes were larger at higher grade levels. Drawing on such critical theorists as Eagleton and Habermas, a critique of political economic circumstances in the late 1980s suggests that a crisis of legitimation led the State to take forceful action to restore public confidence, especially the confidence of influential corporations. School consolidation in the name of improved educational efficiency was the rigorous action undertaken. As a result, small schools closed widely, and a disproportionate net loss of schools was suffered in rural locales and less affluent communities. (SV)

ED 396 881   RC 020 627

Ward, Donald
The People: A Historical Guide to the First Nations of Alberta, Saskatchewan, and Manitoba.
PUB DATE- 95
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian Culture; *American Indian History; *Canada Natives; Chippewa (Tribe); Cree (Tribe); Foreign Countries; Iroquois (Tribe); *North American History; Sioux (Tribe); *Tribes
IDENTIFIERS- Alberta; Assiniboine (Tribe); Blackfoot (Tribe); Kootenai (Tribe); Manitoba; Saskatchewan; Saulteaux (Tribe); Shoshoni (Tribe)

This book focuses on the history and culture of the First Nations of Alberta, Saskatchewan, and Manitoba (Canada). An introductory chapter briefly overviews the history of the First Nations, based on evidence found at archaeological sites in the plains and subarctic areas within the three provinces. Although there were many notable differences among the tribes who lived in these areas, there were several common features. For example, the life of the First Nations was centered around hunting and gathering. They also believed that creation was a unity of the created: all plants, animals, and inanimate objects had spirits or souls, and humankind did not hold a privileged place among them. Women were regarded highly and held honored places in both ceremony and story. In addition, women were involved at every level of community life and decision making. Another commonality among tribes was the fur trade. The Natives had been trading among themselves for millennia, but it was the arrival of Europeans with their valuable trade goods that more or less dictated the commercial course of the North American continent for the next 200 years. Chapters cover the following tribes: (1) Assiniboine; (2) Blackfoot Confederacy (Blackfoot, Siksikah, Blood, Peigan, Sarcee, and Gros Ventre); (3) Plains and Woodland Cree; (4) Saulteaux; (5) Dakota; (6) Iroquois; (7) Kootenay; (8) Crow; (9) Shoshoni; (10) Chipewyan; (11) Beaver; (12) Slavey; and (13) Sekani. Details are provided on each tribe's origins, history, culture, language, customs, methods of hunting and water requirements for given activities and environments. Includes a sample report card for evaluating an adventure program and a list of information resources for remedying deficiencies and improving program quality. (LP)

ED 396 898 RC 020 659

The Uses of the National Information Infrastructure in Providing Services to Small Industry, State and Local Governments, and Education in Rural Areas. Hearing before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Fourth Congress, First Session (Billings, Montana).
PUB DATE- 1 Oct 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Community Colleges; Delivery Systems; *Distance Education; Educational Resources; Elementary Secondary Education; Hearings; Higher Education; Human Services; Internet; *Public Policy; *Rural Areas; *Rural Education; Telecommunications; Tribally Controlled Education
IDENTIFIERS- *Access to Services; Access to Technology; Congress 104th; Montana; *National Information Infrastructure; Telemedicine

The Senate Subcommittee on Science, Technology, and Space held a hearing in Billings, Montana, on rural America's access to the National Information Infrastructure (NII) and uses of NII in the provision of rural education and services. An Assistant Secretary of Commerce discussed the development of the Internet, problems in rural access to the Internet and other information technologies, a federal grant program that helps rural communities to gain such access, and the effects of deregulation on rural access. A researcher outlined the potential impact of technology on rural schools, including opportunities for new distance learning models, for new models of student learning, and for improving teacher development. A health services administrator described the Eastern Montana Telemedicine Network, which delivers specialist physician consultation through video conferencing, delivers mental health consultative services, offers continuing medical and higher education programming to rural communities, and provides community outreach and telebusiness opportunities to geographically isolated communities. The computer systems and telecommunications director at Salish Kootenai College discussed the problems of providing telecommunications technology to tribal colleges on American Indian reservations and related problems involving rural telephone cooperatives, inadequate telephone service, and obsolete laws governing the delivery of utility services. Representatives of communications companies discussed the potential role of NII in promoting rural development and delivering rural services, and the need for continued Congressional action to support telecommunications competition. (SV)

ED 396 899 RC 020 660

Maciel, David R., Ed.; Ortiz, Isidro D., Ed.
Chicanas/Chicanos at the Crossroads: Social, Economic, and Political Change.
PUB DATE- 96
NOTE- 275p.
LANGUAGE- English

*Student Attitudes; Surveys; Teaching Methods

This study attempted to compare the science laboratory learning environments of secondary schools across both developed and developing countries (Australia, Brunei, Cook Islands, Fiji, Papua New Guinea, Singapore, Solomon Islands, Tonga, Tuvalu, United States, Vanuatu, and Western Samoa). The study used a version of the Science Laboratory Learning Environment Inventory that had been previously validated for use in both developing and developed country contexts. Analysis of data generated found surprisingly similar science laboratory learning environments across most high schools throughout the countries with one of the environment scales, Open-endedness, as the least favorable scale. Overall students' attitude towards science were very favorable with boys tending to have a more favorable attitude than girls. The study suggests that global changes in general teaching practice has had little influence on science laboratory teaching practices and that science teaching, although to some extent culturally bound, also has to a large degree an "ethos" and methodology of its own, with an inherent resistance to change. Contains 27 references. (Author)

ED 396 919 SE 058 462

Slough, Scott W.; McGrew-Zoubi, Robin
Area under Constructivism: A Pilot Study Using a World Wide Web Home Page To Assess Professional Development.
PUB DATE- 31 Mar 96
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Cooperation; *Educational Technology; Higher Education; *Internet; *Professional Development; *Programming; *Science Teachers

The purpose of this study was to evaluate the potential of World Wide Web Home Page construction as a way for teachers to demonstrate their professional development as they construct new professional knowledge and networks. The focus of this pilot study was to begin looking at the connections to learning that a Home Page can demonstrate without having to train the teacher as a computer programmer. The teacher subjects (n=7) participated in a constructivist-based summer institute to promote excellence in science teaching. The use of and publishing on the Internet were stressed as essential skills of the 20th century science teacher with teacher participants contributing to a collaborative Home Page. Teachers with no Internet experience prior to the institute were able to begin contributing to the collaborative Home Page with less than 4 hours of Internet "surfing" and 30 minutes of HTML code (the code of the Web) programming instruction. Contains 19 references. (Author)

ED 396 920 SE 058 466

Fleer, Marilyn; And Others
They Don't Tell the Truth about the Wind: Hands-On Explorations in K-3 Science.
PUB DATE- 96
NOTE- 158p.
LANGUAGE- English

followed by 30 model solutions of typical multiple-choice problems and 10 model solutions of carefully selected quantitative comparisons. Next, there are 22 practice tests, followed by a section of complete solutions to all of the problems. Students are urged to read the solutions presented and compare them with their own solutions in an effort to find the best method of solution for each type of problem. A cross-index is included to enable the student to locate particular topics within the instructional material. (MKR)

ED 396 941 SE 058 614

Ehret, Betty
Science & Cooperative Learning.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Cooperative Learning; Elementary Education; Entomology; Hands on Science; Meteorology; Plants (Botany); *Science Activities; Space Sciences; Units of Study

This is an activity book designed for students in grades 3 through 6. These activities incorporate science themes and cooperative learning. Students explore topics by working with others as team members to complete the science activities. This book contains five units on the following topics: weather, insects, plants, dinosaurs, and space. Each unit contains hands-on activities, such as games, riddles, and a graphic organizer, with the main objective being for students to enjoy and appreciate science through cooperative groups. Each unit enables students to meet and work with other classmates having similar interests. (JRH)

ED 396 942 SE 058 638

Selected Data on Science and Engineering Doctorate Awards: 1994.
PUB DATE- 95
NOTE- 97p.; For the 1995 report, see SE 058 602.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; *Engineering; Graduate Surveys; Higher Education; *Sciences

The data presented in this report show trends in doctorate awards by science engineering field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The source of the data is the Survey of Earned Doctorates (SED) conducted annually for the National Science Foundation (NSF) and four other Federal agencies by the National Research Council. (JRH)

ED 396 943 SE 058 639

Activities in Support of Two-Year College Science, Mathematics, Engineering, and Technology Education. Fiscal Year 1995 Highlights.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

DESCRIPTORS- *Constructivism (Learning); Educational Change; *Educational Strategies; Elementary Secondary Education; Interviews; *Mathematics Education; Misconceptions; *Science Education; Teacher Education; *Teaching Methods
IDENTIFIERS- Concept Mapping; Conceptual Change

The underlying theme of this book illustrates how constructivist ideas can be used by science and mathematics educators for research and the further improvement of educational practice. Authors from various parts of the world describe their work investigating students' conceptions, improving teaching and curricula, and enhancing teacher education in science and mathematics contexts. Chapters include: (1) "Overview: Research on Students' Preinstructional Conceptions-The Driving Force for Improving Teaching and Learning in Science and Mathematics" (David Treagust, Reinders Duit, and Barry Fraser); (2) "Investigating Student Understanding as a Prerequisite to Improving Teaching and Learning in Science and Mathematics" (Reinders Duit, David Treagust, and Helen Mansfield); (3) "Concept Mapping: A Tool for Improving Science Teaching and Learning" (Joseph Novak); (4) "Interviews About Instances and Interviews About Events" (Malcolm Carr); (5) "Computer-Video-Based Tasks for Assessing Understanding and Facilitating Learning in Geometrical Optics" (Fred Goldberg and Sharon Bendall); (6) "Using Teaching Experiments to Enhance Understanding of Students' Mathematics" (Leslie Steffe and Beatriz D'Ambrosio); (7) "Reorganizing the Curriculum and Teaching to Improve Learning in Science and Mathematics" (Reinders Duit and Jere Confrey); (8) "Curriculum Development as Research: A Constructivist Approach to Science Curriculum Development and Teaching" (Rosalind Driver and Philip Scott); (9) "Strategies for Remediating Learning Difficulties in Chemistry" (Ruth Ben-Zvi and Avi Hofstein); (10) "Using Student Conceptions of Parallel Lines to Plan a Teaching Program" (Helen Mansfield and John Happs); (11) "Teaching for Conceptual Change" (Peter Hewson); (12) "Contrastive Teaching: A Strategy to Promote Qualitative Conceptual Understanding of Science" (Horst Schecker and Hans Niedderer); (13) "Concept Substitution: A Strategy for Promoting Conceptual Change" (Diane Grayson); (14) "Changing the Curriculum to Improve Student Understandings of Function" (Jere Confrey and Helen Doerr); (15) "Analytical and Holistic Approaches to Research on Teacher Education" (Kenneth Tobin); (16) "Metacognitive Strategies in the Classroom" (John Baird and Richard White); (17) "A Constructivist Perspective on Science Teacher Education" (Jeff Northfield, Richard Gunstone, and Gaalen Erickson); (18) "Diagnosis of Teachers' Knowledge Bases and Teaching Roles When Implementing Constructivist Teaching/Learning Approaches" (Brian Hand); and (19) "Implementing Teacher Change at the School Level" (James Gallagher). (JRH)

ED 396 965 SE 058 737

Duckworth, Eleanor
"The Having of Wonderful Ideas" and Other Essays on Teaching and Learning. 2nd Edition.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Cognitive Processes; Curriculum Development; *Educational Strategies; Elementary Secondary Education; Teacher Education; *Teaching Methods

Developing Instructional Materials" (Richard C. Remy); (6) "Establishing Polish Centers for Civic and Economic Education" (Phillip J. VanFossen; Jacek Kowalski; Richard C. Remy); (7) "A Teacher Education Course: 'The School in Democratic Society'" (Barbara Malak-Minkiewicz): (8) "The Role of Cross-Cultural Experience in Developing a Teacher Education Course" (Gregory E. Hamot); (9) "Support for Democracy and a Market Economy Among Polish Students, Teachers, and Parents" (Kazimierz M. Slomczynski; Goldie Shabad); (10) "Reflections on the Education for Democratic Citizenship in Poland Project: An American's Perspective" (Sandra Stotsky); (11) "Polish and American Collaboration Through EDCP: Accomplishments from the Polish Perspective" (Jacek Strzemieczny); (12) "Toward Constitutional Democracy in Central and Eastern Europe" (A. E. Dick Howard); and (13) "The Future of Democracy" (Charles F. Bahmueller). Appendixes include a list of EDCP (Education for Democratic Citizenship in Poland) Publications, a list of documents related to EDCP, and an overview of the education system in Poland. Contains a list of ERIC resources and information on contributors. (HE)

ED 396 987 SO 026 551

Hakim, Joy
All the People. A History of US. Book Ten.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescent Literature; Civil Rights; Intermediate Grades; *International Relations; *Modern History; Multicultural Education; Secondary Education; *Social Studies; Technology; Textbooks; *United States History; War; World War II

This textbook explores the years after World War II when the United States became the world's greatest power. It discusses U.S. uneasiness with its postwar role as global policeman, even as the country fought to keep countries across the world from becoming part of the Soviet Union's communist empire. There were battles at home, too, with the civil rights movement and opposition to the Vietnam War. Truman, Stalin, Khrushchev, Ho Chi Minh, Thurgood Marshall, John Kennedy, Lyndon Johnson, Malcolm X, Cesar Chavez, Bill Clinton--even the Beatles star in this exciting final chapter in "A History of US," written especially in vocabulary appropriate for 8- to 13-year olds. (EH)

ED 396 988 SO 026 553

Teaching the Humanities: Essays from the ACLS Elementary and Secondary Schools Teacher Curriculum Development Project. ACLS Occasional Paper No. 23.
PUB DATE- 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Curriculum Development; *Educational Change; Elementary Secondary Education; History Instruction; *Humanities; *Humanities Instruction; Liberal Arts;

providing numerous additional advantages. Recommendations for further research include a call for similar studies in a wide variety of environments. (Contains 140 references.) (PB)

ED 397 006 SP 036 718

Saurino, Dan R.; Saurino, Penelope L.
Collaborative Teacher Research: An Investigation of Alternative Assessment.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the National Middle School Association (21st, Cincinnati, OH, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Action Research; Case Studies; Classroom Research; *Educational Research; Evaluation Methods; High Risk Students; Intermediate Grades; Junior High Schools; Middle Schools; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Research Methodology; Self Evaluation (Individuals); *Student Evaluation; Student Motivation; *Teacher Collaboration; Teacher Student Relationship
IDENTIFIERS- *Alternative Assessment; Education Consolidation Improvement Act Chapter 1; Teacher Researchers

This case study provides a practical example of collaborative action research at work in a classroom setting, and illustrates how collaborative action research can be used to help teachers answer questions about their own practice and professional development. Following a review of the available research and historical foundations for collaborative action research, the Chapter 1 program for remediating students at risk for failure or dropout is described. Research with the authors' Chapter 1 eighth graders focused on using alternative assessment to motivate students. Excerpts from the teacher's and students' learning logs and teacher-student interviews are provided, tracing the process of planning, implementation, and evaluation of the alternative assessment techniques and activities. Results indicated that alternative assessment improved motivation and academic achievement among four out of five students studied, while teacher-student relationships also benefitted. Drawbacks of collaborative action research and alternative assessment are also discussed, including considerable time and effort requirements for frequent meetings, coordinated and organized data collection, and the complexity of evaluating student writing. (Contains 91 references.) (PB)

ED 397 007 SP 036 719

Bombaugh, Ruth
Peace Corps Fellows in Their Urban Classrooms: The Struggle To Build a Learning Community.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

types for all respondents, then results for native speakers and non-native speakers are compared across tasks. Both speaker groups showed task influence, although the influence was greater for non-native speakers. In many cases, non-native speaker responses were more similar to those of native speakers on the dialogue completion task. It is concluded that for the elicitation of reactive speech acts such as rejections, inclusion of conversational turns is the preferred item format. Contains 11 references. (MSE)

ED 396 556 FL 023 914

Zuskin, Robin D.
Assessing L2 Sociolinguistic Competence: In Search of Support from Pragmatic Theories.
PUB DATE- 93
NOTE- 18p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Construct Validity; *Intercultural Communication; Language Proficiency; Language Research; Language Skills; *Language Tests; Linguistic Theory; *Pragmatics; Role Playing; *Semiotics; Simulation; Sociocultural Patterns; Sociolinguistics; Speech Acts; Testing Problems; Test Validity
IDENTIFIERS- *Discourse Completion Test; *Politeness

Second language tests claiming to assess communicative competence are widespread, despite the vague nature of the construct. Sociolinguistic or intercultural competence is gradually gaining attention in the classroom, but testing has not kept pace, partly because of difficulty in defining the related skills. An opinion is that speech act theory and politeness theory, which focus on social aspects of communicative exchange while remaining true to pragmatic principles, can inform development of appropriate tests. Role playing and simulation are authentic means of testing overall communicative competence. The Discourse Completion Test (DCT), designed to elicit responses to problematic, contextually specific prompts as participants role play their responses, is currently under analysis as both a research tool and a testing option, as an alternative to the oral proficiency interview. The DCT capitalizes on the benefits of role playing and applies them to assessment. However, contextual aspects of DCTs must be better developed to convey more about interlocutors' relationship (status, positional identities). While the communicative objectives of the DCT are in line with pragmatic principles, the method needs to better reflect clear pragmatic criteria. Contains 42 references. (MSE)

ED 396 557 FL 023 915

Nicholls, Jane
Exchange Structure in the ESL Classroom: Q-A-C and Q-CQ-A-C Sequences in Small Group Interaction.
PUB DATE- 93
NOTE- 14p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.

between the core and periphery of the Spanish state and within the European Community. It is in the three major, non-Castilian territorial identities/cultures that the greatest activity in language planning efforts is taking place. Catalonia is the most active and the wealthiest of the three, Basque is the smallest, and Galicia has the largest native speaking population. It is suggested that the restriction of cultural identities to territorial identities is a questionable language policy for Spain. (Author/NAV)

ED 396 576 FL 023 938

Stevenson, Patrick
Syntactic Variation and Change in Contemporary German.
PUB DATE- 94
NOTE- 15p.; For complete volume, see FL 023 929.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *German; Grammatical Acceptability; Interviews; Language Patterns; *Language Variation; *Linguistic Performance; *Sentence Structure; *Standard Spoken Usage; Structural Analysis (Linguistics); *Verbs

This paper examines the claim that German-language syntax is undergoing a process of restructuring that will eliminate verb final position in sentences, resulting in a very English-style linear sentence structure. One particular structure is examined in interviews with 30 adults and 10 children: the finite verb in subordinate clauses that is increasingly being located in second position, especially in the because-clause, in contexts other than declarative clauses. Survey findings indicate that 47 percent of adults used the verb-second pattern for because-clauses, especially when discussing emotive topics; children used it to an even greater extent. This feature was not found to be restricted to any social grouping, age, sex, or degree of education. Overall, it was found that this new structure is very common in colloquial speech, that likelihood of occurrence depends on linguistic context or function rather than on extralinguistic facts, and that speakers' evaluation of the structure is as variable as their usage of it and broadly corresponds with the hierarchy of usage. Results suggest that economy of effort in production and processing also play a part in this patterned inherent variation, rather than outright linguistic change, in the German language. (Contains 31 references.) (NAV)

ED 396 577 FL 023 939

Brooks, Bill
Eurodisney, French Politics, and the American Dream.
PUB DATE- 94
NOTE- 10p.; For complete volume, see FL 023 929.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; *Cultural Differences; Cultural Influences; *Cultural Maintenance; *Financial Support; Foreign Countries; French; Investment; Learning Strategies; *North American Culture; Political Power; Political Socialization; *Second Language Learning
IDENTIFIERS- *Eurodisney; France

This paper summarizes the past, present, and future of Eurodisney and the requirements of citizenship in a liberal democracy is the dominant theme of the discussion. Positive aspects of the new pedagogy are considered, but the need for a clear vision of the intellectual and moral purposes of education is described. The aim of the book is to retrieve what is of enduring worth in the Canadian political foundation and its public school system, and to explain why this core is worth defending. Traditional liberal education properly understood is considered democratic in the best sense, contributing to a society which is not deeply divided by race, class and gender. (Individual chapters contain reference notes.) (JPB)

ED 396 595 HE 029 220

Selected Financial Management Practices. State University of New York College at Brockport.
PUB DATE- Jun 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; *Financial Audits; Higher Education; *Money Management
IDENTIFIERS- State University of New York Coll at Brockport

This report contains the results of an audit of selected financial management practices at the State University of New York (SUNY) at Brockport for the period April 1, 1992 through November, 30, 1994. The objectives of the audit were to determine whether SUNY Brockport instituted an adequate system of internal controls over the funds received and disbursed, and over equipment assets to prevent their loss or theft. To accomplish these objectives, the university's policies and procedures, applicable rules and regulations, and appropriate documentation were reviewed, and university management and staff were interviewed. The audit identified significant weaknesses in the internal controls relating to cash collections and disbursements and equipment inventories. Recommendations are offered for all areas under the audit scope. No significant instances of noncompliance with relevant laws, rules and regulations were found. Two appendices list the major contributors to the report and contain the comments of SUNY officials to the audit findings. (Author/JPB)

ED 396 596 HE 029 221

Hollins, Martha L.; And Others
Enrollment in Higher Education: Fall 1986 through Fall 1994. E.D. Tabs.
PUB DATE- May 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Data Collection; *Enrollment; *Enrollment Trends; Ethnic Groups; Females; Full Time Students; Graduate Students; Higher Education; Minority Groups; Part Time Students; Statistical Data; Surveys; Tables (Data); Undergraduate Students
IDENTIFIERS- Integrated Postsecondary Education Data System

This report presents findings from the Integrated Postsecondary Education Data System's (IPEDS) Fall Enrollment Survey from 1986 to 1994. IPEDS collects enrollment data from all postsecondary institutions eligible to participate in Title IV financial aid programs although the data in this report pertain professional autonomy, decision-making, responsibility, independence, risk-taking, collaboration, and self-evaluation. Empowered teachers are expected to empower students. Corollaries of the empowering philosophy concerning conceptions of learning, knowledge, development, and classrooms are outlined. (Contains 9 references.) (DB)

ED 396 614 HE 029 243

SREB Teacher Salaries: Update for 1995-96 and Estimated Increases for 1997.
PUB DATE- Jun 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Cost Indexes; Demography; *Educational Finance; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; State Standards; *Teacher Salaries; *Trend Analysis
IDENTIFIERS- Alabama; Arkansas; Florida; Georgia; Kentucky; Louisiana; Maryland; Mississippi; North Carolina; Oklahoma; South Carolina; Southern Regional Education Board; Tennessee; Texas; Virginia; West Virginia

Updated information is provided on teacher salaries for 1995-96 and estimated increases for the 1996-97 school year in the 15 states belonging to the Southern Regional Education Board (SREB). Pay raises for 1996-97 are estimated as ranging from 1.75 percent in Virginia to 6 percent in Georgia. Especially noted are South Carolina's continuing success in increasing teacher salaries and the financial encouragement offered by some states to teachers seeking national certification. Establishment of salary goals by Georgia, North Carolina, and Louisiana are also reported with potential cost figures. The positive effects of salary goals set earlier by Kentucky, West Virginia, Oklahoma, and Arkansas are reported. The paper also notes that salary averages can mask wide variations and often reflect demographic trends as well as general pay increases. The relationship of cost-of-living to the value of teacher salaries is briefly discussed. Tables present data for each state giving estimated 1995-96 and 1996-97 average salaries and the national rankings of the SREB states adjusted and unadjusted for cost-of-living. (DB)

ED 396 615 HE 029 244

Paulsen, Michael B.; Feldman, Kenneth A.
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For the full report, see HE 029 245.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; Educational Environment; Feedback; Higher Education; *Instructional Improvement; *Reflective Teaching; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; Teacher Evaluation; Teacher Improvement
IDENTIFIERS- ERIC Digests

Based on a longer report with the same title, this digest summarizes current efforts to increase the quality of college

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Due Process; *Grades (Scholastic); *Health Insurance; Hearings; Higher Education; Questionnaires; *School Health Services; State Universities; Student Attitudes; *Student College Relationship; *Student Rights; Surveys
IDENTIFIERS- Florida; *Grade Appeal Hearings

This study examined issues concerning due process and the rights of Florida state university students, health insurance and services, and grade appeal policies. Questionnaires were sent to 3,250 Florida university students and members of the Florida Student Association. Analysis of the 502 returned surveys indicated that: (1) while most students did not report experiencing a violation of their rights, those who had participated in any type of proceeding obtained a favorable ruling and held a positive view of officials' professionalism; (2) although most students were insured through their parents' insurance policies, more became uninsured as they progressed through college, and those who used the student health center believed their fee was reasonable; (3) although few students appealed grades, most were aware of the appeal process and considered it fairly administered. The document contains 17 tables detailing survey results. Among 10 proposed policy recommendations are the following: establish consistent judiciary proceedings for student cases; require students to make and retain a complete record of any hearings; adopt a common policy on grade forgiveness and withdrawals; and limit students to two attempts per course to improve a grade. Appendices include the questionnaire, sample letters, a sample Code of Conduct, state regulations, and recommendations concerning course withdrawal and forgiveness. (Contains 10 references.) (CK)

ED 396 635   HE 029 265

Aleshire, Daniel, Ed.; Strom, Jonathan, Ed.
Fact Book on Theological Education for the Academic Year 1995-96.
PUB DATE- 96
NOTE- 131p.; For the previous edition, see ED 388 144.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; *Church Related Colleges; College Faculty; Comparative Analysis; Degrees (Academic); *Educational Finance; *Educational Planning; *Enrollment Trends; Ethnic Groups; Higher Education; Information Dissemination; *Institutional Characteristics; Teacher Salaries; *Theological Education

This annually published fact book on theological education in the United States and Canada is comprised of approximately 50 tables and associated graphs presenting data supplied by member institutions and is published as a service to member schools for purposes of comparison and institutional planning and for general public information. The data provided cover the following areas: (1) institutional characteristics; (2) enrollment including breakdowns by religious denomination, race and ethnic groups, gender, age, and degree category; (3) composition of faculty and compensation of personnel with breakdowns for race and ethnic groups and full-and part-time faculty; (4) finances, including tuition fees, other revenue sources, expenditures in various categories and (5) development

ED 396 653 HE 029 294

New York State Postsecondary Enrollments. First-Time, Full-Time Students. Fall 1981, 1983, 1985, 1987, 1990 and 1992.
PUB DATE- Dec 94
NOTE- 747p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; College Planning; Community Colleges; *Educational Planning; *Enrollment Trends; Geographic Location; *Place of Residence; *Postsecondary Education; Private Colleges; Proprietary Schools; State Universities; Tables (Data)
IDENTIFIERS- *New York

This document presents tables of data on enrollment and geographic origins of first-time, full-time students attending postsecondary institutions in New York State for 6 years between 1981 through 1992. Categories of data include county of residence of students, names of individual colleges, and institutional sector (State University of New York, City University of New York, independent institutions, and proprietary institutions). Data for students from outside the state are aggregated into two groups: U.S. residents outside of New York and foreign residents. These data are intended to support campus enrollment planning and management efforts. The introductory section provides five tables which summarize all the data, including the relation of first-time, full-time enrollments to New York State high school graduates. They also show, in integer and percent distribution format, enrollment by institutional sector for students from New York State and from outside of New York State. Part 1 provides summary reports, first of postsecondary enrollments by geographic origins; and, second, of percent distribution of postsecondary enrollments by geographic origin, institutional sector, and for each of the 6 years. Part 2 presents detailed reports of postsecondary enrollments by geographic origin and specific enrolling institution. (CK)

ED 396 654 HE 029 295

Campus-Based Programs. Report No. 96-1.
PUB DATE- Apr 95
NOTE- 761p.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Educational Finance; *Federal Aid; *Grants; Higher Education; *Student Financial Aid; *Student Loan Programs; Student Needs; Tables (Data); Work Study Programs
IDENTIFIERS- Perkins Loan Program; Supplementary Educational Opportunity Grants

This document presents tables of data on the approval of awards to institutions of postsecondary education participating in the Federal Work Study (FWS), the Federal Supplemental Educational Opportunity Grant (FSEOG), and the Federal Perkins Loan programs for the period, July 1, 1995 through June 30, 1996. The tables provide data on: (1) the name and address of the institution; (2) the amount of the awards for the federal Perkins Loan federal share, the FSEOG federal share, and the FWS federal share; (3) the estimated number of student

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Computer Software Development; Computer Uses in Education; *Courseware; Drafting; Educational Technology; Foreign Countries; *Geometry; Mathematics Instruction; *Mathematics Materials; Measurement Equipment; Microworlds; Secondary Education; *Three Dimensional Aids

A software tool called 3D-LAB has been developed for learning and teaching three-dimensional geometry. With this microworld, educators and students can display three dimensional solid objects, rotate them, modify them, open them up, draw points and segments, and measure lengths, areas, volumes, and angles. The major characteristics of this tool are the interactivity of the manipulations and the variability of the objects. Two conflicting aims--ease of manipulation and variety of manipulable solids--are realized by a combined method of loading solids first and modifying them next. Both quantitative and qualitative observations can be made using 3D-LAB. Reproductions of computer screens illustrate the discussion. (Author/BEW)

ED 396 675 IR 017 851

Bruckman, Amy
Programming for Fun: MUDs as a Context for Collaborative Learning.
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Case Studies; Community; *Computer Mediated Communication; Computer Networks; Cooperative Learning; *Educational Environment; Electronic Text; Programming; Success
IDENTIFIERS- Collaborative Learning; Informational Interviews; *MOOs; *Virtual Reality

Multi-User Dungeons (MUDs), are text-based virtual reality environments in which participants separated by great physical distances can communicate and collaborate in programming. Most MUDs started out as adventure games but are quickly being adapted for more "serious" endeavors. This paper presents a case study of the experiences of a MUD participant, who, in interviews with the author, explains that MUDs foster creative and technical collaboration, playfulness, the availability of an audience for completed work, and the desire to contribute to the electronic learning community. The author concludes that the success of the MUD as a learning tool for adults points to its potential as a learning environment for children. (BEW)

ED 396 676 IR 017 852

Edelson, Daniel; O'Neill, D. Kevin
The CoVis Collaboratory Notebook: Supporting Collaborative Scientific Enquiry.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the

DESCRIPTORS- Case Studies; *Computer Software Development; Computer Uses in Education; *Educational Technology; Engineers; Guidelines; High Schools; Instructional Materials; Material Development; Research and Development; Secondary Education; *Teacher Participation; *Users (Information)
IDENTIFIERS- Massachusetts (Boston); *Participatory Design

The emerging field of participatory design is devoted to involving end users of a new technology in the design of that technology. This paper presents a case study of the participatory design of educational software and discusses guidelines derived from federally-funded formal research on participatory design projects. The case study involved the introduction of new computer technology (a newspaper editorial system) into the curriculum of a Boston public high school English department, which previously had no computer technology available in the classroom. In order to adapt the editor-writer model for the classroom, the editorial system needed to be customized. Customizations fell into three categories: information flow, security, and usability. While the design team included both teachers and engineers, the design effort was lead by a former English teacher turned computer scientist. This "translator" enabled the teachers to participate in the customization process by mediating between their language and workplace conventions and those of the software engineers. The formal retrospective study examined this project as well as another project that involved introducing new technology into the classroom. Guidelines for future participatory design projects were derived from interviews of the project participants, which included teachers, administrators, university researchers, and corporations. (Contains 15 references.) (AEF)

ED 396 697 IR 017 873

Wright, Peter
Let's Not Let the Number of Warthogs Be "X."
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; Information Technology; *Mathematics Education; *Problem Solving; *Spreadsheets; *Word Problems (Mathematics)

The issue of how to integrate information technology in the teaching/learning environment remains strongly associated with the use of the computer as a tool. While technology based tools such as Logo have been advocated for problem solvers at the elementary level, spreadsheets have a great deal of potential for use at both the junior and senior high school levels. In this paper, alternatives to the solution of a variety of math problems, ranging from story problems to finding the root of equations, are explored. Although not all problems lend themselves to the use of spreadsheets, such an approach does add a viable alternative to existing problem solving strategies. The greater the number of strategies available to students, the more likely it is that differences in learning styles can be accommodated. Seven figures depict solutions to

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Oct 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer System Design; *Delivery Systems; Distance Education; Instructional Design; *Telecommunications
IDENTIFIERS- Connectivity; Interactive Systems; *Video Teleconferencing

An instructional videoconference (IVC) is an interactive delivery mechanism for long-distance communication and education, which uses 2-way audio and 1- or 2-way video to facilitate interaction between presenters and learners who are separated by significant distance. This guide, intended for the staff of federal, state, and local programs that serve mothers and children, illustrates the basics of instructional videoconference production. A definition of IVC is provided, including linkage, interactivity, and crucial factors to consider when deciding whether or not to choose an IVC. Discussion then focuses on: instructional design goals; demographics and audience description; four types of delivery systems (satellite, cable, microwave, and digital telecommunications via phone lines or fiber optic systems); and costs. The steps involved in producing an IVC are also described and include: identifying a need; establishing a goal; determining a timetable; and developing a team which incorporates a content specialist, producer, instructional designer, audience specialist, and delivery system specialist. An example is provided of how an IVC may be achieved by marrying different delivery systems and technologies. (AEF)

ED 396 717 IR 017 930

Ely, Donald P.; And Others
Trends in Educational Technology 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 68p.; For the two earlier volumes in this series, see ED 326 212 and ED 346 850.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Computer Literacy; Computer Networks; *Content Analysis; Delivery Systems; *Educational Technology; Educational Television; *Educational Trends; Higher Education; Teacher Qualifications
IDENTIFIERS- Access to Computers

Based on the findings of a content analysis of representative literature on educational technology, this report examines trends in educational technology from October 1, 1994 through September 30, 1995. Eight trends for 1995 are identified and discussed: (1) computers are pervasive in schools and higher education institutions and virtually every student in a formal education setting has access to a computer; (2) networking is one of the fastest growing applications of technology in

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Distance Education; *Educational Development; Foreign Countries; Instructional Design; *Instructional Innovation; Rural Areas; Teaching Styles
IDENTIFIERS- *Audiographics; Australia (Western Australia); *Telematics

A recent initiative by the Education Department of Western Australia is seeking to extend the use of telematics (audiographic teleconferencing) for delivery of educational services to gifted and talented students in rural and remote areas. The aim of the project is to extend and apply innovative approaches to teaching via audiographics, and to foster higher order learning in the students by linking them with other students in metropolitan and rural areas. This paper outlines an action research approach to developing a teaching-learning framework for application of telematics to learning environments seeking to promote higher order cognition. The limitations of telematics environments are noted along with the didactic teaching style adopted by many teachers as they try to accommodate their instruction to the medium. Challenges and opportunities that higher order learning presents to the telematics teacher are discussed. An instructional design framework for telematics teaching that orchestrates interactions leading to higher order learning is then described. The three dimensions of this framework focus on the role of the teacher in the learning process; the role of the student; and teaching strategies. (Contains 30 references.) (Author/AEF)

ED 396 735 IR 017 948

McMahon, Tim
Establishing Distance Education Networks in New Zealand: Policy Parameters.
PUB DATE- 96
NOTE- 4p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Development; Educational Finance; *Educational Policy; Educational Resources; Foreign Countries; Government Role; *Information Networks; Information Technology; Partnerships in Education; Professional Development; Resource Allocation
IDENTIFIERS- *New Zealand

This paper deals with the policy parameters of establishing distance education networks in New Zealand. The current decentralized educational system is described, including the role of the state through the Ministry of Education, funding and resource allocations, and staffing. Discussion includes the contracting out to third parties for the provision of educational services (curriculum development, teacher professional development, and research); the importance of school-business and/or school-community partnerships; government initiatives in distance education; and government

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Federal Aid; Higher Education; Individual Needs; Institutional Libraries; *Library Development; Library Facilities; Library Funding; *Library Planning; *Library Services; Long Range Planning; Public Libraries; Shared Resources and Services; *State Libraries; User Needs (Information)
IDENTIFIERS- *Library Services and Construction Act; *South Carolina Library Network

The South Carolina State Library's plan for use of the Library Services and Construction Act (LSCA) Title I, II, and III funds is presented. Five chapters include: a profile of the library public, focusing on special needs populations; profiles of the state's libraries and their needs; criteria, priorities, and procedures for library improvement under Title I (Library Services), Title II (Library Construction), and Title III (Interlibrary Cooperation); and long-range goals, objectives, and implementation plans. The goals are: (1) strengthening the State Library agency for the purpose of providing statewide library leadership and services; (2) expanding and improving public library services throughout the state, providing access for every resident, so as to further the educational, vocational, economic, and cultural enrichment of all citizens; (3) extending and improving library services to special clientele such as the institutionalized and physically handicapped; (4) encouraging and developing resource-sharing by all libraries through participation in the South Carolina Library Network and other cooperative activities. Seven statistical tables are included. (AEF)

ED 396 751   IR 055 922

Annual Program: Library Services and Construction Act. 1995-1996.
PUB DATE- 95
NOTE- 122p.; For 1994-95 report, see ED 378 994.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *Federal Aid; Library Administration; *Library Development; Library Facilities; *Library Funding; *Library Services; Public Libraries; User Needs (Information)
IDENTIFIERS- *Library Services and Construction Act; *South Carolina Library Network

This report provides information on South Carolina's Library Services and Construction Act (LSCA) projects for fiscal year 1995. It includes: copies of applications for federal assistance and grant award notifications; a list of LSCA staff and responsibilities; a fiscal breakdown for Titles I and III that itemizes spending on activities within each title; matching, maintenance of effort (MOE) and administration; and a list of Title I, II, and III projects and respective budgets. The projects cover the following topics: general administration; library interpretation; strengthening support services; field services; career education; information resources; services to special populations such as children and young adults, the elderly, the disadvantaged, the illiterate, and the institutionalized; library automation and technology; the blind and physically handicapped; public library construction; South Carolina Library Network; planning for cooperative library networks; and preservation. For each project there is an outline with information on its funding, objectives, relationship to long-range program, activities to

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Archives; *Copyrights; *Fair Use (Copyrights); *Federal Legislation; Federal Regulation; Legal Responsibility; *Librarians; Microforms; *Reprography; *Teachers; Videotape Recordings
IDENTIFIERS- Educators

The documentary materials collected in this booklet deal with reproduction of copyrighted works by educators, librarians, and archivists for a variety of uses, including reproduction for teaching in educational institutions at all levels and reproduction by libraries and archives for purposes of study, research, interlibrary exchanges, and archival preservation. Under the copyright law, reproduction can take either of two forms: the making of copies by photocopying, making microform reproductions, videotaping, or any other method of duplicating visually-perceptible material; and the making of phonorecords by duplicating sound recordings, taping off the air, or any other method of recapturing sounds. The documentary materials in this booklet are reprints or excerpts from six sources: (1) the Copyright Act of October 19, 1976; (2) the Senate Report (1975); (3) the House Report (1976); (4) the Conference Report (1976); (5) the Congressional Debates (excerpts from the "Congressional Record" of September 22, 1976); and (6) Copyright Office Regulations. (Author/SWC)

ED 396 771 IR 055 944

Fiore, Carole D.; Nespeca, Sue McCleaf
Programming for Young Children: Birth through Age Five.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Libraries; Demography; Developmental Stages; Family Involvement; Family Programs; *Infants; Learning; *Library Services; *Preschool Children; Preschool Education; *Program Development; *Toddlers

Libraries are faced with changing demographics, emerging technologies, and economic shifts. Families once attended library programs as a unit, children began kindergarten at age five, and libraries offered few programs for children under four. Intact and extended families are a thing of the past. Many children today are raised in single parent families, two-parent families where both parents work, families where the parents are teenagers themselves, and/or families that live long distances from extended family members. As a result, children are placed in child care at an early age, some as young as one month, and there is a greater demand for library programming for younger children. This publication addresses how libraries can adapt their programs and provide education for children from birth through age five and their families. The publication includes the following sections: (1) "Libraries and Early Learning"; (2) "Goals of Library Programming for Young Children"; (3) "Developmental Stages of Young Children"; (4) "General Guidelines for Programming"; (5) "Steps in Program Planning"; and (6) "Program Roundup," an inventory of some successful library programs for young children throughout the and Management, Landscaping, Nursery Operation and Management, Turf Management, and Parks and Grounds Management), providing general data on overall program need, cost-effectiveness, and quality. Recommendations are included for both Agriculture and Horticulture programs. Contains 17 references. Appendixes include lists of Agriculture and Horticulture programs by college, 30 tables on enrollment and program completion, program and course descriptions, and a list of the agricultural review panel participants. (TGI)

ED 396 789   JC 960 416

Jernigan, Ron; And Others
New Mexico State University at Grants College Institutional Research Projects Completed 1993-1996 as Part of the Institutional Self-Study in Preparation for North Central Association Accreditation Visit of 1997-1998.
PUB DATE- Jun 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); College Planning; *Community Attitudes; Community Colleges; Institutional Research; *Instructional Effectiveness; *Program Effectiveness; School Surveys; *Student Attitudes; Student Needs; Student Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- New Mexico State University Grants Branch

In spring 1994, New Mexico State University's two-year campus at Grants (NMSU-G) initiated several projects to prepare for a 1998 accreditation visit. This report describes the following projects undertaken to gather data for the accreditation self-study document: (1) a fall 1993 focus group with students, detailing institutional strengths, areas of concern, and suggestions; (2) a spring 1994 retreat of faculty, staff, and community members, focusing on strengths and concerns and the development of an institutional vision for the year 2000; (3) an October 1995 meeting between staff and approximately 12 students to discuss NMSU-G's strengths and weaknesses; (4) fall 1995 surveys of students and faculty, describing findings related to the quality of instruction, student services, and facilities; (5) a fall 1995 survey of local citizens, highlighting attitudes regarding NMSU-G's administration and facilities; (6) a fall 1995 staff survey regarding programs, administration, instruction, and employee morale; (7) a fall 1995 mail survey of community perceptions of NMSU-G; (8) a fall 1994 student survey regarding the quality of student services; (9) a February 1996 staff retreat to develop a vision statement for the year 2000; (10) a College Assessment and Planning Process report completed in spring 1996 developing four Action Plans; and (11) a summer 1996 telephone survey of community members' perceptions of the college. Survey instruments and respondent comments are included for selected projects. (MAB)

ED 396 790   JC 960 417

Report for the Florida Community College System: The Fact Book, April 1996.
PUB DATE- Apr 96
NOTE- 203p.; Most of the report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

administration, faculty, staff, and students. The Budget and Planning Committee was established as the primary vehicle to implement the concept of shared governance through increased communication, developing plans and budgets through meetings held among faculty, staff, students, administrators, and members of the Board of Trustees. The successful future of shared governance at CCC relies on communication and a collaborative process, especially in the current period of retrenchment. In addition, the college should evaluate the needs of the community. The involvement of all constituencies in goal identification, program planning, and evaluation will bring together the objectives of the institution in a manner that results in minimal conflict. Contains 16 references. (TGI)

ED 396 807 JC 960 472

Breindel, Matthew
Gap Analysis. Student Satisfaction Survey, Spring 1995.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Community Colleges; *Participant Satisfaction; Program Evaluation; Rating Scales; *School Effectiveness; *Student Attitudes; Student Needs; *Student Personnel Services; Student Surveys; Two Year Colleges
IDENTIFIERS- College of the Desert CA

In spring 1995, College of the Desert, in California, undertook a study to determine the perceptions of students at both its Copper Mountain and Palm Desert campuses regarding college services. A representative sample of students were administered a 7-point attitude scale (Student Satisfaction Survey developed by Noel-Levitz Centers, Inc.) both the relative importance of the services and students' satisfaction with them. An analysis was then conducted to determine the gaps between levels of importance and satisfaction, indicating that all services, except for Veterans services at the Palm Desert campus, received higher importance ratings than satisfaction ratings. At the Palm Desert campus, the five largest gaps between importance and satisfaction occurred in the areas of parking, registration, concern for students, financial aid notification, and security. At the Copper Mountain Campus, the five largest gaps occurred in the questions pertaining to the availability of child care, the variety of courses, financial aid notification, library resources and services, and academic advising. Includes the survey instrument, graphs of overall ratings for each service area by campus, graphs of ratings of specific services within each area by campus, and ranked tables of gaps for each campus. (TGI)

ED 396 808 JC 960 473

Indiana Workforce Proficiency Panel Annual Report: Indiana Skills and Technical Proficiencies Initiative.
PUB DATE- Jul 96
NOTE- 21p.; Contains some pages of light type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Competency Based Education;

Discovering Children's Voices and Talents" (Kris Gregory, and others); (6) "Let the Wild Rumpus Start!: The Story of One Multi-Age/Multi-Ability Classroom" (Tina Cron, and others); (7) "Multi-age, Multi-Abilities: An Inclusive Primary Program" (Philip Poore and Cheryl Armstrong); (8) "Learning to Assess: Teachers, Students and Parents Together" (Kathy Birdwhistell, and others); (9) "Facing the Seven Critical Attributes" (Bridgit Baker and Lisa Smith); (10) "From Philosophy to Practice: A Continuous Struggle for Excellence" (Karen Adkins); (11) "What about the Skills? Shouldn't I Be Teaching Them?" (Beverly Wells); (12) "What a Difference a Year Makes" (Catherine Pillow, and others); (13) "A Principal's Perspective for Educational Reform" (Joe Jacovino); (14) "Partnerships for Learners" (Jeannie Bass, and others); (15) "Lessons on Creating Nongraded Primary Programs or Implementing Other Systemic Changes" (Ellen McIntyre, and others); and (16) "Professional Development Possibilities" (Ric Hovda, and others). Contains 97 references and an index. (MOK)

ED 396 826 PS 024 281

Kahn, Peter H., Jr.
Bayous and Jungle Rivers: Cross Cultural Perspectives on Children's Moral and Ecological Reasoning.
PUB DATE- Jun 96
NOTE- 22p.; Paper presented at the Meeting of the Jean Piaget Society (Philadelphia, PA, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Community; Blacks; Child Development; *Childhood Attitudes; Cognitive Development; *Cross Cultural Studies; Cultural Differences; Ecology; *Environmental Influences; Foreign Countries; Inner City; *Values Education; Young Children
IDENTIFIERS- Brazil; *Environmental Attitudes; Environmental Awareness; *Moral Reasoning; Texas

Two studies evaluated cross cultural perspectives of children's moral and ecological reasoning as well as values about nature. The first study was conducted in Houston, Texas, with an inner city black community. Subjects were 72 children from impoverished families. The results suggested that the serious constraints of living in an inner-city community cannot easily squelch black children's diverse and rich appreciation for nature, and moral responsiveness to its preservation. The second study, conducted in the Brazilian Amazon, is a modification of the Houston study. Subjects were 44 Portuguese fifth-grade children. The results suggested that Brazilian children do not exercise more biocentric reasoning than those in the Houston study. The two studies extend recent research in the moral developmental literature which suggests that, in important ways, individuals' moral reasoning across cultures is similarly structured by concerns for human welfare, fairness, and rights. Inadequate attention to universal aspects of development in general, and morality in particular, would result in missing the many essential ways of being human, and underestimating common humanity. Contains 57 references. (MOK)

ED 396 827 PS 024 297

Promoting Family Literacy through Head Start.
PUB DATE- 91
NOTE- 36p.

Education; Parent Participation; Parent School Relationship; Parent Student Relationship; Parent Workshops; Pilot Projects; Program Effectiveness; *Program Evaluation; *Student Attitudes; Student Behavior; *Student Improvement
IDENTIFIERS- Home and School Institute DC; Jefferson County Public Schools KY; *MegaSkills Programs

This report presents the final evaluation of the MegaSkills School Program pilot adoption at Maupin Elementary School in Louisville, Kentucky, in 1994-95. The MegaSkills programs are designed to help students develop skills and attitudes related to school success, confidence, motivation, effort, responsibility, initiative, caring, teamwork, common sense, and problem solving. Included are parent workshops, a classroom curriculum, and parent-school linkage materials. Maupin School is a inner city elementary magnet school with 80 percent of school enrollment qualifying for free/reduced lunch. A MegaSkills School Committee was responsible for planning and coordinating all program activities. Sources of evaluation data included on-going observations and meetings with the MegaSkills committee and the evaluator; year-end focus group questions for the committee; year-end surveys of professional staff, parent workshop leaders and support staff; pre- and post-program surveys of about 50 percent of students and a convenience sample of parents; and internal records and documents. The key findings of the evaluation included the following: (1) there were consistent positive changes in student attitudes and behavior, reflected in teachers' ratings, parents' reports, and students' self reports; (2) the program had school-wide positive effects on school climate, student behavioral expectations, parent involvement, and the development of a common language about student behaviors for school/home communication; and (3) workshop leaders and parents reported enhanced parental understanding of what children do at school, increased parental confidence, and willingness and ability to discuss their own children with teachers. (A fact sheet on the MegaSkills Education Center and the Executive Summary are appended.) (KDFB)

ED 396 847 PS 024 373

Treichel, Christa J.
The MELD for Young Moms Program: A National Study of Demographics and Program Outcomes.
PUB DATE- Dec 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Attitude Change; Demography; *Early Parenthood; Family Relationship; Mother Attitudes; *Mothers; Parent Child Relationship; Parent Education; *Parenting Skills; Program Effectiveness; Program Evaluation; Racial Composition; *Social Support Groups; Well Being
IDENTIFIERS- Facilitators

The MELD for Young Moms (MYM) program serves adolescent mothers by providing support and information about parenting in groups that are facilitated by women who were once adolescent mothers themselves. This study focused on gathering two types of information about the nationally replicated MYM program: (1) demographics of parent group facilitators and parent participants; and (2) program outcomes for parent participants. Standardized measures and survey techniques were employed to examine how parenting and child rearing techniques were influenced by program participation and to gather data to that indigenous peoples are accorded the inherent rights of self-determination possessed by peoples and nations. Contains 116 endnotes. (SV)

ED 396 865 RC 019 671

Parental Involvement. IDRA Focus.
PUB DATE- 94
NOTE- 21p.; Photographs and figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Hispanic Americans; Mexican American Education; *Minority Groups; Misconceptions; Outreach Programs; Parent Attitudes; *Parent Participation; Parents as Teachers; *Parent School Relationship; Parent Student Relationship
IDENTIFIERS- *Diversity (Student); Language Minorities; Texas

This newsletter contains seven articles about meaningful participation by parents, particularly Hispanic and other minority parents, in the education of their children. "Parents Reclaiming Their Schools: New Initiative Brings Parents Together for Better Schools" (Aurelio M. Montemayor) describes objectives and activities of a Texas-based coalition of organizations and schools that support parent participation in schools. "Hispanic Parents and Successful Schooling: Dispelling Misconceptions in the Information Age" (Mikki Symonds) examines four negative media portrayals of Hispanic parents in relation to education and counters them with facts and arguments. "Coca-Cola Valued Youth Program Update: Parents Become Agents for Change at the 1994 National Conference" (Josie Danini Supik) depicts how conference participants--parents, students, and teachers from the 16 Valued Youth Program sites nationwide--discovered their own and each other's strengths and resources. "Moving Beyond 'de los dientes para afuera': Parental Involvement Requires Sincere Outreach" (Rogelio Lopez del Bosque) outlines school and parent factors that contribute to poor parent-school relations, and describes a successful parental involvement outreach. "Playtime Is Science: Parents and Children Have Fun Building Science Skills" (Bradley Scott) describes a program that disseminates simple hands-on science activities for parents and their children, aged 4-8. "In the Service of All Students: Schools Must Recognize Change and Respond Appropriately" (Frank Gonzales) examines the past decade's socioeconomic, linguistic, and cultural changes in U.S. and Texas student populations. Also includes reflections on parents, schools, and responsibility by Sylvia Ortiz Valdez; "Why a High School Education Is Important to My Future," by Rosalinda Valdez; and a list of additional readings on parental involvement. (SV)

ED 396 866 RC 019 968

Rural Conditions and Trends, 1990-1994.
PUB DATE- 94
NOTE- 534p.; Photographs, maps, and some bar grpahs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Banking; Business Cycles; Counties; Economic Factors; Elementary Secondary Education; Employment;

preparing food, religious practices, and the effects of European contact and settlement. The book also includes more than 50 archival photographs that depict prominent tribal leaders, as well as ceremonies, clothing, social customs, and other aspects of daily life. Includes a bibliography and a list of books for additional reading. (LP)

ED 396 882 RC 020 628

Reddy, Marlita A., Ed.
Statistical Record of Native North Americans. Second Edition.
PUB DATE- 95
NOTE- 1,326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Alaska Natives; American Indian Culture; American Indian Education; American Indian History; American Indian Languages; American Indian Reservations; *American Indians; Business; *Canada Natives; Crime; *Demography; Educational Attainment; Elementary Secondary Education; Employment; Enrollment; Family Characteristics; Federal Indian Relationship; Foreign Countries; Health; Higher Education; Land Use; Primary Sources; Socioeconomic Status; Tables (Data); *Tribes
IDENTIFIERS- Canada; Native Americans

This book compiles statistical data on Native North American populations, including Alaska and Canada Natives. Data sources include federal and state agencies, census records, tribal governments, associations, and other organizations. The book includes statistics on Native North Americans as compared with other racial and ethnic groups under specific subject headings, and on Native North Americans compared with one another (such as by reservation or other Indian area, by tribe, by sex, or by age). All tribal areas are represented in the population chapter. In all other cases, data are shown for the largest 50 reservations and for selected tribal areas. In rare cases, information is included for individual tribes (such as historical data on the Yani tribe). Data extend from 20th-century estimates of pre-European contact populations to population projections for 2050. Chapters include statistical tables on history, demographics, the family, education, culture and tradition, health and health care, social and economic conditions, business and industry, land and water management, government relations, law and law enforcement, and a special chapter on Canada. Within chapters, data are organized by topics. For example, in the chapter on education, topics include educational attainment, enrollment, academic progress, extracurricular activities, school environment, school personnel, federal government support, higher education enrollment, higher education degrees, higher education faculty, and higher education costs. Following each table a source is cited. The book also includes a guide that summarizes important data from each chapter, discusses the main sources consulted, and highlights issues and controversies surrounding data; a list of sources; and a keyword index of more than 3,500 terms covering subjects, concepts, institutions, and organizations. (LP)

ED 396 883 RC 020 629

Oliver, Christopher
The Internal Colonialism Model: What the Model Has Done to the

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Activism; Bilingual Education; Elementary Secondary Education; Employment; *Equal Education; Feminism; Higher Education; Immigration; *Mexican American Education; Mexican Americans; Organizations (Groups); *Politics; Population Growth; *Public Policy; Socioeconomic Status
IDENTIFIERS- Chicanas; *Chicano Movement; *Chicanos; Chicano Studies; Gender Issues

Dubbed the "decade of the Hispanic," the 1980s was instead a period of retrenchment for Chicanos and Chicanas as they continued to confront many issues of earlier years in a more conservative political environment. This book assesses the most significant developments in the conditions and experiences of Chicanas and Chicanos since the late 1970s. Ten essays by leading Chicano and Chicana scholars on economic, social, educational, and political trends examine such issues as the rapid population growth of Latinos, the turn to the right in American politics, the rise of anti-immigrant sentiment, the launching of new initiatives by the Mexican government toward the Chicano community, continuing struggles related to educational equity and bilingual education, feminism, and the emergence of a new generation of political activists. Essays are: (1) "Demographic Trends in the Chicana/o Population: Policy Implications for the Twenty-First Century" (Susan Gonzalez Baker); (2) "Mexican Immigration in the 1980s and Beyond: Implications for Chicanas/os" (Leo R. Chavez, Rebecca G. Martinez); (3) "Chicanas/os in the Economy: Issues and Challenges since 1970" (Refugio I. Rochin, Adela de la Torre); (4) "The Chicano Movement: Its Legacy for Politics and Policy" (John A. Garcia); (5) "Chicana/o Organizational Politics and Strategies in the Era of Retrenchment" (Isidro D. Ortiz); (6) "Return to Aztlan: Mexico's Policies toward Chicanas/os" (Maria Rosa Garcia-Acevedo); (7) "Actors Not Victims: Chicanas/os and the Struggle for Educational Equality" (Guadalupe San Miguel); (8) "Juncture in the Road: Chicano Studies since 'El Plan de Santa Barbara'" (Ignacio M. Garcia); (9) "Gender and Its Discontinuities in Male/Female Domestic Relations: Mexicans in Cross-Cultural Context" (Adelaida R. Del Castillo); and (10) "With Quill and Torch: A Chicana Perspective on the American Women's Movement and Feminist Theories" (Beatriz M. Pesquera, Denise A. Segura). Contains references in chapter end-notes, an index, author profiles, and a list of abbreviations. (SV)

ED 396 900 RC 020 661

Morton, Claudette, Ed.; Loge, Charlene, Ed.
Patchwork: Handbook for Montana's Small School Libraries. Third Edition.
PUB DATE- 96
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Librarians; Library Acquisition; *Library Administration; *Library Collection Development; Library Development; Library Instruction; Library Material Selection; *Library Policy; *Resource Materials; Rural Education; Rural Schools; *School Libraries; *Small Schools; State Standards; Teacher Role
IDENTIFIERS- *Montana

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Family Involvement; *General Science; Hands on Science; Learning Activities; Parent Materials; *Parent Participation; Science Activities; Science Instruction; Units of Study
IDENTIFIERS- Mathematics Activities

This book is a child-centered program for students of ages four through eight to enable children to make sense of their experience, build meaning, and take effective action in their world. The units describe classroom techniques for determining what basic ideas, experiences, and questions the children have and continuing the instructional process from that level. The units use a number of strategies for teaching, learning, and classroom management and run 3 to 6 weeks. Unit titles include: "Scientists in the Kitchen: Identifying Natural and Processed Materials"; "Cycles of Life: Living, Growing, and Dying"; "The Dark is a Big Shadow: Understanding Night and Day"; "If the Cow Runs Out of Grass, She Stops: Energy and Fuel"; "The Scientific Birthday Party: States and Properties of Matter"; "The Teddy Bears' Barbecue: Chemical Change"; "Egbert, What Do You Know About Rain?: The Water Cycle"; "A Watery Treasure Hunt: Floating and Sinking"; "Oh No, Quickie the Cat Dissolved!: Dissolving"; "How Do You Make Hard Vegetables Soft?: Heat and Energy"; "The Zoo in My Garden: Animals, Plants, and Habitats"; "Pop Goes the Corn: Processing Materials"; "My Special Flashlight: Illumination and Electricity"; "Mechanical Toys: How Do They Work?"; "Making Dirt: Earth and Soil"; "The Story Within: What's Inside Your Body?"; "Our Place in Space: Outer Space"; and "They Don't Tell the Truth About the Wind: Working Scientifically." (MKR)

ED 396 921 SE 058 471

Swail, Watson Scott
The Development of a Conceptual Framework To Increase Student Retention in Science, Engineering, and Mathematics Programs at Minority Institutions of Higher Education.
PUB DATE- 10 Nov 95
NOTE- 407p.; Ph.D. Dissertation, George Washington University.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Delphi Technique; *Engineering Education; Higher Education; *Mathematics Education; *Minority Groups; *School Holding Power; *Science Education

Although a number of studies have focused on the identification of factors impacting upon minority student persistence at four-year colleges and universities, few have studied the specific factors that affect minority persistence in science, engineering, and mathematics departments at predominantly minority-serving institutions. The main objectives of this study were to: identify causal factors regarding minority-student attrition, identify successful retention practices and programs, and develop a retention framework for administrators and practitioners to utilize during the planning and implementation stages of program development. It utilized a modified Delphi process to validate a conceptual framework for student retention that was developed from an extensive review of related literature. A panel of 16 experts from across the country rated and commented on specific objectives within the

(141)
DESCRIPTORS- Engineering; *Federal Aid; Financial Support; Mathematics Education; Science Education; Technology Education; *Two Year Colleges
IDENTIFIERS- National Science Foundation

Two-year colleges support a great diversity of learning objectives including: courses of study that articulate with and transfer to four-year colleges and universities, technical education and other career-oriented programs, developmental education for students underprepared to begin college work, and additional course work for students who have baccalaureate and other advanced degrees but desire to change careers or seek professional advancement. The National Science Foundation (NSF) has demonstrated a strong interest in improving and strengthening science, mathematics, engineering, and technology programs by providing educational support to two-year colleges through leadership activities and leveraged program support. This document reports on NSF activities in support of two-year colleges including grants made directly to two-year colleges; collaborative efforts in which two-year colleges play a major role; support of curriculum materials and teacher activities that benefit students and faculty in two-year colleges as well as others in the academic community; and workshops, conferences, studies, and other special activities. This document contains information primarily about activities for two-year colleges through the Education and Human Resources Directorate; however, some information on Foundation-wide activities is given to set the report in a broader NSF context. (JRH)

ED 396 944 SE 058 641

Schifter, Deborah, Ed.
What's Happening in Math Class? Volume 1: Envisioning New Practices through Teacher Narratives. Series on School Reform.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Constructivism (Learning); *Educational Change; Elementary Secondary Education; *Mathematics Instruction; *Mathematics Teachers; *Teaching Methods
IDENTIFIERS- Reform Efforts; *Teacher Change

This book includes narratives containing a wealth of detailed and specific images by teachers who are working with constructivist methods and principles to transform their practice along the lines mandated by the National Council of Teachers of Mathematics Standards. In contrast to traditional presentations, the papers in this volume contextualize issues and concepts in the life-process of particular classrooms. The reader learns about the teacher's goals for the lesson, about students questions and ideas, and how they interacted with one another. The 13 narratives are supplemented with 5 essays written by teacher educators to reveal some of the broader issues. Papers are organized under five headings: "Facilitating Students' Construction of Their Own Mathematical Understandings"; "Students Becoming Powerful Mathematical Thinkers"; "Communities of Inquiry in the Mathematics Classroom"; "Teaching Mathematics to All Students"; and "Computer Technology Transforming Mathematics Instruction." (MKR)

The essays in this book start from the premise that curriculum, assessment, teacher education programs, and all aspects of teaching must seek out, acknowledge, and take advantage of all the pathways that people might take to their understanding. The examples included illustrate how people can come to equivalent understandings in such different ways that they do not recognize other people's understandings. Part of the work described in this book involves giving people an appreciation of their own ways of understanding. Another part involves giving people experience in figuring out and appreciating other people's ways of coming to understand-ways that are different from their own. Chapters include: (1) "The Having of Wonderful Ideas"; (2) "The Language and Thought of Piaget, and Some Comments on Learning to Spell"; (3) "Either We're Too Early and They Can't Learn It, or We're Too Late and They Know It Already: The Dilemma of 'Applying Piaget'"; (4) "A Child's-eye View of Knowing"; (5) "The Virtues of Not Knowing"; (6) "Learning with Breadth and Depth"; (7) "Understanding Children's Understanding"; (8) "Structures, Continuity, and Other People's Minds"; (9) "Making Sure That Everybody Gets Home Safely"; (10) "Twenty-four, Forty-two, and I Love You: Keeping It Complex"; and (11) "Teaching as Research". Contains 105 references. (JRH)

ED 396 966 SE 058 738

Kauffman, Sue Cox
Water Matters. Water Resources Teacher's Guide, Vol. 1.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; Science Activities; *Waste Water; *Water Resources; *Water Treatment; *Wetlands

This teachers guide is designed to accompany a series of posters developed through the U.S. Geological Survey's Water Resources Education Initiative, a cooperative effort between public and private education interests. It provides teacher guidance, background information, suggestions for a variety of classroom activities, and supplemental resource lists, and offers a systematic framework for including water resources education into existing curricula and for applying this curriculum to emerging national standards. The posters treated in this volume include: (1) "Water: The Resource That Gets Used & Used & Used for Everything"; (2) "How Do We Treat Our Wastewater?"; and (3) "Wetlands: Water, Wildlife, Plants & People". Although designed for grades 3 to 8, these posters can complement water topics in any grade. (JRH)

ED 396 967 SE 058 740

Systemic Engineering Education Reform: An Action Agenda. Recommendations of a Workshop Convened by the NSF Engineering Directorate.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; *Engineering Education; Higher Education

*Multicultural Education; Nationalism

These papers are the work of scholars who received support as post-secondary fellows in 1992-93 in the Elementary and Secondary Schools Teacher Curriculum Development Project. The project seeks to familiarize teachers with current developments in the humanities, support their development of curricular materials based on their studies, and disseminates those materials. The seven essays include: (1) "Moving to the Other Side of the Desk: Teachers' Stories of Self-Fashioning" (Linda Wells); (2) "Transforming Canons, Transforming Teachers" (Edward L. Rocklin); (3) "Shaping the Multicultural Curriculum: Biblical Encounters with the Other" (Lois Feuer); (4) "Nationalism, History, the Chicano Subject, and the Text" (Darlene Emily Hicks); (5) "Ms. Higgins and the Culture Warriors: Notes Toward the Creation of an Eighth Grade Humanities Curriculum" (John G. Ramsay); (6) "History and the Humanities: The Politics of Objectivity and the Promise of Subjectivity" (Eve Kornfeld); and (7) "Toward a 'Curriculum of Hope': The Essential Role of Humanities Scholarship in Public School Teaching" (Paul A. Fideler). Contains approximately 250 references. (EH)

ED 396 989 SO 026 554

Chistolini, Sandra
From the European to Worldwide Idea of Education.
PUB DATE- Jun 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Comparative Education Society in Europe (Copenhagen, Denmark, June 26-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; *Citizenship Education; *Cultural Pluralism; *Ethnic Groups; Ethnic Studies; Foreign Countries; International Relations; Law Related Education; *Racial Discrimination; *Racial Integration; World Problems
IDENTIFIERS- Europe

This paper presents arguments for a worldwide perspective on contemporary education, and underlines the cultural necessity of widening directions of studies in comparative education. The paper is divided into seven parts, including: (1) "Introduction"; (2) "Multiculturalism and Antiracism as Pedagogical Necessity"; (3) "Assimilation or Education"; (4) "Complexity of Integration"; (5) "Social Processes and Styles of Teaching"; (6) "Toward an Unconfined Concept of Education"; and (7) "References." In recent years society has been facing introverted politics, fearful social relations, and individual and collective actions against ethnic minorities. These facts are clearly in contradiction with democratic ideals and must be addressed. Societal realities call on experts and scientists to restate their theoretical premises in a way that teachers, children, and parents have opportunities to find, within themselves, what to think, what to believe, and what to do for a better social life. (Contains 30 references.) (EH)

ED 396 990 SO 026 556

Beardsley, Donna A.
The Pony Express: Anecdotes and Writing Projects.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English

DESCRIPTORS- Alternative Teacher Certification; Attendance; *Beginning Teachers; Case Studies; Classroom Techniques; *Science Teachers; Secondary Education; Secondary School Teachers; Teacher Interns; *Teacher Student Relationship; Time Factors (Learning); *Urban Education
IDENTIFIERS- Peace Corps

This study focuses on a beginning secondary science teacher and his efforts to establish a learning community in a large metropolitan school district. During the study, the teacher was enrolled in an alternative teacher-certification program for returned Peace Corps volunteers. After teaching full-time during the day, participants attend university classes at night to earn certification and a masters degree in education. Data collected included 20 interviews, 5 focus group sessions, over 60 classroom observations, portfolios, and journal entries over the course of five and a half semesters. Findings are presented in the form of narrative vignettes and dialogues, and suggest that the authoritarian teaching methods taught and practiced overseas through the Peace Corps hindered the teacher until he developed his own, more collaborative teaching style. Other barriers to the teacher's efforts to establish a participatory instructional community are discussed, including bureaucratic demands, loss of instructional time for numerous reasons, and student absenteeism. (Contains 17 references.) (PB)

ED 397 008 SP 036 720

McCarthey, Sarah J.
Challenging the View of Students as Static Individuals: Cases of Three Students in Different Group Contexts.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). This research was supported by a grant from the National Academy of Education Spencer Postdoctoral Fellowship Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Education; *Group Dynamics; Interpersonal Relationship; *Peer Relationship; *Personality Traits; Shyness; Small Group Instruction; Social Influences; *Student Characteristics; Student Needs; *Student Participation; Student Role
IDENTIFIERS- *Social Construction

This study followed each of three students in several different social contexts within an elementary classroom, analyzing their discourse from different theoretical perspectives. The social construction and reconstruction of students across different classrooms, tasks, and social contexts was examined, including the influence of constructs pertaining to social class, race, ethnicity, and culture. Although teachers had described the students as having such fixed characteristics as "shyness," results of taped and observed interactions indicated that students' subjectivities and personality traits were more dynamic, and that their interactional styles varied as they encountered different tasks and changing group compositions. Implications for practice are discussed, including the importance of balancing large and small group activities and the value of encouraging multiple interpretations of literary materials. (Contains 45 references.) (PB)

ED 397 009 SP 036 721

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *College Instruction; Discourse Analysis; English (Second Language); *Group Dynamics; Higher Education; Interpersonal Communication; Language Research; Linguistic Theory; *Pragmatics; *Questioning Techniques; Second Language Instruction; *Small Group Instruction
IDENTIFIERS- *Turn Taking

A study investigated patterns of interaction in college classroom discourse involved in small group work. Specifically, it looked at two discourse sequences: Question-Answer-Comment (Q-A-C) and Question-Counter Question-Answer-Comment (Q-CQ-A-C). Instances of the latter are closely considered in the context in which they occur, and an attempt is made to link the nature of classroom talk to the larger concern of classroom dynamics. Data are drawn from two transcribed university-level English-as-a-Second-Language (ESL) classes. An opinion is that despite the fact that students in small group are able to self-select freely, the exchange structure characteristic of this interaction remains traditional in nature. Examination of one case within the data in which the counter-questioning move in Q-CQ-A-C sequence is generally absent, and the resulting classroom discourse becomes markedly less traditionally pedagogical in nature. Contains 12 references. (Author/MSE)

ED 396 558 FL 023 916

Lampi, Mirjaliisa
Discourse Organization and Power: Towards a Pragmatics of Sales Negotiations.
PUB DATE- 93
NOTE- 16p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Business Communication; Discourse Analysis; English; English (Second Language); Foreign Countries; Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; Native Speakers; *Persuasive Discourse; *Power Structure; *Pragmatics; *Salesmanship; Second Language Instruction
IDENTIFIERS- *Politeness

This study analyzed audio recordings of authentic business negotiations carried out by native speakers of English in British companies. Analysis focuses on the roles of buyer and seller, with special emphasis on the inherent power differential caused by the reality of the business transaction and the pragmatics of the business relationship. In these, a key feature is dynamism, which allows for developments in the business relationship. It is suggested that power relationships are reflected in the way the negotiators organize their discourse around topics. Consequently, a topic-oriented, cycle-based model is used to describe these power relationships and subtle power shifts. Topic initiation, development, and endings are examined from the perspective of power implications. In this process, the notion of tactical deference is introduced as a useful tool for description of a seemingly deliberate use by in France from cultural awareness and cultural business ethics viewpoints, suggesting that although the French have not bought into the American dream that is Disney, they are so heavily involved in Eurodisney from a financial angle that they can do naught but continue to provide financial support. Eurodisney is a European business in trouble; it had tremendous national and local backing and continues to receive local financial support as a matter of cultural obligation to local business and banks. Even though it was 5 billion francs in debt, Eurodisney received renewed financial support from European, and especially French, businesses and banks. It is suggested that Eurodisney brings a conflict between the French and European and the American cultures to the forefront. This is a conflict between the old and the new in an age where the service industries are growing at an unprecedented rate. Entertainment is now a product that must be marketed and sold on a world-wide basis, American style, despite France's desire to control it in a more European business style. (Contains ten references.) (NAV)

ED 396 578 FL 023 940

Hatch, Evelyn; Brown, Cheryl
Vocabulary, Semantics, and Language Education.
PUB DATE- 95
NOTE- 480p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classification; Contrastive Linguistics; Diachronic Linguistics; Figurative Language; Language Research; *Lexicology; *Linguistic Theory; *Morphology (Languages); Second Language Instruction; Second Languages; *Semantics; *Structural Analysis (Linguistics); Textbooks; *Vocabulary Development

Designed as a textbook for language teachers and students of linguistics, this volume explores the system underlying three related areas of language: semantics, lexicon, and vocabulary. The first part is concerned with semantics and semantic analysis, including semantic features and feature analysis, semantic field analysis, core meanings and prototype theory, relational models, figurative language, semantic space across languages, and script semantics and conceptual structure. Part 2 consists of two chapters on lexical processes by which the vocabulary of a language may be increased: adding to the lexicon through borrowing and other processes, and word building. The third part is concerned with word classification, morphology and derivations, and inflectional morphology. Part 4 discusses vocabulary choices made in language use (discourse) and how that choice is influenced by societal factors. The final part looks more closely at language acquisition, language learning, and language teaching: strategies and processes language learners employ to acquire and use vocabulary, and specific methods for assisting learners in the acquisition process. Contains a substantial bibliography and an index. (MSE)

ED 396 579 FL 023 943

Carrasquillo, Angela, Ed.; Baecher, Richard E., Ed.
Teaching the Bilingual Special Education Student.
PUB DATE- 90
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

only to institutions accredited at the higher education level by an agency recognized by the U.S. Department of Education. Fall enrollment data are reported by level of student (undergraduate, graduate, first-professional), attendance status (full- or part-time), sex, and race/ethnicity. From 1986 to 1990, racial/ethnic enrollment were collected biennially. Since 1990, the race/ethnicity data have been collected annually. In the fall of 1994, enrollment among white undergraduates declined, while enrollment for other racial/ethnic groups increased. Women continued to increase their total share of enrollment. Full-time enrollment stayed about the same, while part-time enrollment dropped slightly. Four-year institutions saw a stable enrollment while the number of students at two-year schools dropped. The third year in a row. (JPB)

ED 396 597 HE 029 222

Berkner, Lutz K.; And Others
Descriptive Summary of 1989-90 Beginning Postsecondary Students: 5 Years Later, with an Essay on Postsecondary Persistence and Attainment. Statistical Analysis Report.
PUB DATE- May 96
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; *Educational Attainment; *Educational Experience; Higher Education; *Job Placement; Longitudinal Studies; *Outcomes of Education; Statistical Data; *Student Educational Objectives; *Student Employment; Tables (Data)
IDENTIFIERS- *Beginning Postsecondary Students Long Study

This report describes the status after 5 years of the diverse groups of students who first entered institutions of postsecondary education during the academic year 1989-90. It describes their economic and demographic characteristics, their educational objectives, the types of institutions they attended, their experiences while enrolled, and their persistence and attainment through the spring of 1994. In addition, this report describes the work experiences of these first-time students, both while enrolled and after they left postsecondary education. The data in this report were drawn from the second followup, of the 1990 Beginning Postsecondary Students Longitudinal Study. The study included students who enrolled immediately after high school and those who delayed their postsecondary studies. This report begins with an essay that describes the persistence and attainment of the 1989-90 beginning students in postsecondary education after 5 years. The essay explores persistence and attainment rates from several different perspectives and examines the factors associated with lower rates of completion among nontraditional students. Following the essay is a compendium of tables which provide more detail about persistence and attainment, student characteristics, educational financing, employment experiences, marriage, family formation,, civic participation and graduate education. Three appendices provide additional information on persistence and attainment variables, technical notes and methodology, and a glossary. (Author/JPB)

ED 396 598 HE 029 223

Sanderson, Allen; And Others

teaching. The report uses a model that views strategies for improving instruction as helping motivate individual faculty members to improve their teaching by actively changing (and maintaining) certain of their instructional attitudes and practices. The model focuses on utilizing varieties of informative feedback from such sources as colleagues and consultants, department chairs, students, and self that are facilitated by a supportive teaching culture. The report addresses the following concerns: (1) characteristics of a supportive teaching culture (such as administrator support for instructional improvement); (2) strategies to help college teachers evaluate themselves (such as self-reports); (3) the role of students in improving teaching (through teacher and course evaluations); (4) the role of colleagues, consultants, and department chairs (faculty collaboration through peer observation and provision of feedback); (5) the special needs of new and junior faculty (workshops and mentoring programs); and (6) the role of the college (strengthening of supportive teaching cultures). (DB)

ED 396 616 HE 029 245

Paulsen, Michael B.; Feldman, Kenneth A.
Taking Teaching Seriously: Meeting the Challenge of Instructional Improvement. ASHE-ERIC Higher Education Report No. 2, 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 201p.; For a digest of this report, see HE 029 244.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; *College Faculty; Educational Environment; Faculty College Relationship; Feedback; Higher Education; *Instructional Improvement; Models; *Organizational Climate; *Reflective Teaching; Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Collaboration; Teacher Improvement

This report reviews the research and literature on the improvement of college teaching through use of a model that stresses a supportive teaching culture and helps motivate individual faculty members to improve their teaching by utilizing a variety of sources of informative feedback. The sources include: colleagues and consultants, department chairs, students, and self-evaluation. The report provides: (1) an examination of the nature of instructional improvement and the challenge of motivating faculty to improve their teaching through identifying, making, and maintaining necessary changes; (2) an exploration of important factors in the creation of a supportive campus teaching culture; (3) explanations and illustrations of five sources of feedback for improving instruction (teachers themselves, students, colleagues, consultants, and department chairs); and (4) an analysis of the special needs of new and junior faculty for instructional improvement. The following characteristics of a culture supportive of teaching improvement are identified: administrator support; shared values about the importance of teaching and involvement of faculty in instructional improvement programs; an expanded view of scholarship; a requirement that effective teaching be demonstrated as part of the hiring process; faculty interaction and collaboration; a faculty development program; effective department chairs; and including a statistical breakdown of financial support provided by donors. Data for enrollment, personnel, and compensation reflect the status of schools in fall, 1995. The financial data are derived from schools' most recently completed fiscal year, which was 1994-95 for most schools. Two appendices present denominational codes and a guide to corresponding tables in this and the previous edition. (CK)

ED 396 636 HE 029 266

Access to Quality. A Planning Document for South Dakota's Public Universities.
PUB DATE- May 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; College Faculty; College Planning; Curriculum Design; *Educational Environment; Educational Facilities; Educational Strategies; Educational Technology; *Financial Policy; Graduate Study; Higher Education; Institutional Mission; *Long Range Planning; Minority Groups; *Public Colleges; *Quality Control; State Colleges; State Universities; *Student Development; Teacher Salaries
IDENTIFIERS- *South Dakota

This planning document for South Dakota's public universities emphasizes that the primary mission of the state's colleges and universities is to utilize available resources to provide an environment that supports students in their intellectual, cultural, and ethical development and affirms the State Board's commitment to diverse campus communities that include minorities, disabled, and part-time students. The document addresses assumptions held regarding the following: each university's mission; the state's commitment to higher education; governance; students; program content and quality; the size and make-up of faculty and staff; financial circumstances; cost and use of the institution's physical facilities; and intergovernmental relations. The report points out that the future directions for state public colleges are to ensure the quality of undergraduate and graduate education and improve programs, create an environment that cultivates intellect and character, encourage scholarly activity and pluralism, provide institutional accountability, foster collaborative relationships within the public university system, increase public appreciation of the system, seek adequate funding, provide competitive compensation for employees and maintain appropriate facilities, utilize advanced technology that maximizes the delivery of services and provide access to higher education opportunities. Finally, the document lists 28 benchmarks of achievement and presents the texts of three Senate concurrent resolutions and various mission statements. (Contains 25 references.) (CK)

ED 396 637 HE 029 267

Taylor, George R.; And Others
Integration of Women in Non-Traditional Work Roles.
SPONS. AGENCY- Department of the Navy, Washington, D.C.
PUB DATE- 94
NOTE- 41p.

borrowers in the Perkins program, the estimated number of student awards for the FSEOG program, the estimated number of students to be employed under the FWS program for this award period; and (4) the authorized Federal Perkins loan level of expenditures. For the FWS program, federal funds provide 75 percent of student payrolls. This schedule contains approval of $612,443,242 for 3,398 institutional recipients to benefit 708,857 students. Under the FSEOG, federal funds provide 75 percent of the grants ranging up to a maximum of $4,000 for each academic year of undergraduate study. This schedule contains approval of $578,863,263 for 3,947 institutional recipients to benefit 984,460 students. Under the Perkins program, institutions make low interest loans to needy students. Federal funds provide 75 percent. This schedule contains approval of $157,380,036 for 2,279 loan authorizations to benefit 716,471 students. (CK)

ED 396 655   HE 029 296

Fiscal Operations Report for 1994-95 and Application To Participate for 1996-97 (FISAP) in the Federal Perkins Loan, Federal Supplemental Education Opportunity Grant (FSEOG), and Federal Work-Study (FWS) Programs. Instructions Booklet.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; Compliance (Legal); *Educational Finance; *Federal Aid; Government School Relationship; Grants; Postsecondary Education; *Student Financial Aid; *Student Loan Programs; Universities; *Work Study Programs
IDENTIFIERS- *Perkins Loan Program; *Supplementary Educational Opportunity Grants

This document contains information for institutions of higher education concerning completion of the required Fiscal Operations Report (FISCOP) and an institutional application for participation in three federal programs providing student financial aid (FISAP). Programs covered include the Federal Perkins Loan Program, the Federal Supplemental Educational Opportunity Grant, and the Federal Work-Study program. Preliminary material covers legal reasons for completing the necessary application and FISCOP, electronic application completion and filing, requirements of new institutional participants, which sections of the FISAP package need to be completed, special situations, due dates, the Department of Education's role, and 24-hour communications. Individual sections then address line-by-line completion of the following: Part 1 of the FISAP (identifying information and certifications; Part 2 (application to participate); Part 3 (the FISCOP); Part 4 (the Federal Supplemental Educational Opportunity Grant Program); Part 5 (the Federal Work Study Program); and Part 6 (program summary). A list of state representatives at the Department of Education completes the guide. (DB)

ED 396 656   HE 029 297

FY 1993 Cohort Default Rate Data. Pre-Publication Review Booklet.
PUB DATE- 95
NOTE- 39p.; For a related document, see HE 029 298.

Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Networks; *Computer Software Development; Courseware; Database Design; Educational Technology; *Hypermedia; *Inquiry; Journal Writing; *Science Activities; *Scientific Methodology; Secondary Education; *Student Projects; Visualization
IDENTIFIERS- *Collaborative Learning; National Science Foundation

The Collaboratory Notebook is a networked hypermedia database that allows students to collaborate on scientific inquiries across boundaries of time and space. Developed as part of the Learning Through Collaborative Visualization (CoVis) networking testbed, sponsored by the National Science Foundation, this software expands on the idea of traditional science lab notetaking. The Notebook provides an introduction to the process of scientific inquiry for beginners. It allows students to record their own ideas privately or publicly, browse the recorded ideas of others, and participate in collaborative dialogue and visualization about those ideas. The Collaboratory Notebook has been used by teachers and students in five earth science classes at Evanston Township and New Trier High Schools in suburban Chicago. They are exploring its uses within the large CoVis community which includes over 300 students, teachers, educational researchers, and research scientists. (Author/BEW)

ED 396 677 IR 017 853

Rowley, Peter
Collaborative Technology for Revolutionary Classroom Structures.
PUB DATE- 94
NOTE- 9p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Mediated Communication; Computer Networks; *Computer System Design; Computer Uses in Education; Educational Environment; Educational Objectives; Educational Technology; Elementary Secondary Education; Foreign Countries; *Formative Evaluation; *Intentional Learning; *Learning Processes
IDENTIFIERS- Collaborative Learning; Knowledge Acquisition; Philosophical Influences

The Toronto-born Computer-Supported Intentional Learning Environment System (CSILE) is an advanced computer-supported cooperative learning system being developed at the Ontario Institute for Studies in Education. This system has been refined by working closely with teachers and students engaged in an educational approach called "knowledge-building." This paper explores the guiding principles of this approach: deep understanding through conflict between new knowledge and old preconceptions; scrupulously organized pursuit of understanding; knowledge in a social context; and knowledge building as a goal rather than an eventuality. Used with this approach, CSILE has demonstrably positive effects on the sample problems. (Author)

ED 396 698 IR 017 874

Kurtz, Barry L.; O'Neal, Micheal B.
A Software Laboratory Environment for Computer-Based Problem Solving.
PUB DATE- 94
NOTE- 8p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Computer Science; *Computer Simulation; Databases; *Educational Technology; Engineers; Higher Education; *Learning Laboratories; Problem Solving; Programming; Spreadsheets
IDENTIFIERS- Louisiana Technological University

This paper describes a National Science Foundation-sponsored project at Louisiana Technological University to develop computer-based laboratories for "hands-on" introductions to major topics of computer science. The underlying strategy is to develop structured laboratory environments that present abstract concepts through the use of computer simulations. These simulations allow students to explore meaningful, but domain limited, problems that are representative of real problems solved by computer scientists and computer engineers. The laboratories focus on: spreadsheets; relational databases; data structures; graphics; the imperative, functional, and logical programming paradigms; and digital logic. Types of laboratories that are candidates for future development include finite state automata; automatic theorem proving; and machine organization and assembly language. In order to insure that the laboratory experiences are useful from a pedagogical standpoint, a rigorous evaluation program will be conducted. Pre- and posttests will be used to measure the changes in, and generalization of, problem solving abilities. Standardized instruments for measuring student attitudes will also be used. (Contains 11 references.) (AEF)

ED 396 699 IR 017 893

GIS in K-12 Education. An ESRI White Paper.
PUB DATE- Apr 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cartography; *Computer Assisted Instruction; *Computer Software; Cost Effectiveness; Elementary Secondary Education; Geography Instruction; *Information Technology; Locational Skills (Social Studies); Maps
IDENTIFIERS- *Geographic Information Systems; Geographic Literacy

Geographic information systems (GIS) consist of robust hardware, software, data, and a thinking operator. Together, they provide powerful tools for automated cartography and extensive analysis of information about places. Recent improvements in computer hardware and software allow the powers of GIS to move effectively and affordably into the precollege arena. Schools can take advantage of the "new geography" in many ways, in a education; (3) access to television resources in the school is almost universal; (4) advocacy for the use of educational technology has increased among policy groups; (5) educational technology is increasingly available in home and community settings; (6) new delivery systems for educational technology applications have grown in geometric proportions; (7) there is new insistence that teachers must become technologically literate; and (8) educational technology is perceived as a major vehicle in the movement toward education reform. An analysis of trends from 1988-1995 and an explanation of the methodology used in this study conclude the monograph. Copies of worksheets, definitions, and additional data are appended. (Contains 46 references.) (AEF)

ED 396 718   IR 017 931

Hedberg, John G., Ed.; And Others
Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996).
PUB DATE- 96
NOTE- 179p.; For individual papers, see IR 017 932-959.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Delivery Systems; Distance Education; *Educational Development; *Educational Technology; Electronic Classrooms; Foreign Countries; Information Dissemination; Information Services; Instructional Design; Internet; Multimedia Materials; Professional Development; Student Projects; Teacher Education
IDENTIFIERS- Electronic Media; Telematics

This book presents a series of conference papers dealing with educational technology. The papers are: "The Role of Educational Technology in Upgrading Teacher Education in Pakistan" (M. Hashim Abbasi and Alex C. Millar); "Report on the Teaching and Learning on the Internet Project--RMIT TAFE" (Laurie Armstrong); "A Dissemination Strategy for Student Adoption of Internet Services" (Roger Atkinson and Geoff Rehn); "PC Based Video on Demand Trials" (Philip Branch and Jennifer Durran); "Getting the Job Done: Distance Learning in the RAAF" (J.R. Dolan); "Distance Teaching With Vision" (Roger Edmonds); "Profiling Computing Coordinators" (Sigrid Edwards and Allan Morton); "Exploring the Multimedia Landscape from a Training and Professional Development Perspective" (Rae Fankhauser and Helmut Lopaczuk); "An Implementation of Interactive Objects on the Web" (Paul Fritze); "EdMOO: One Approach to a Multimedia Collaborative Environment" (Bernard Holkner); "Appropriate Media Versus Multimedia" (G. Kistan (Chandru)); "Factors Affecting Teachers and Trainers in the Use of a Bulletin Board System" (Kar-Tin Lee); "Determining the Scope of Online Delivery at a Traditional Research-Based University" (Jon Mason); "A Combined Video and CAL Package on Advanced Level Library Skills for Open Learning Students" (Iain McAlpine); "A Qualitative Study of Leaning from CAL Programs in Two Tertiary Education Courses" (Iain McAlpine); "Telematics for Higher Order Learning: Challenges and Opportunities" (Catherine McLoughlin); "Establishing Distance Education Networks in New Zealand: Policy Parameters" (Tim McMahon); Establishing Distance Education Networks in New Zealand: Practicalities Past, Present and Future" (Carol Moffatt); "Factors Affecting the Integration of Computers in Western Sydney Secondary Schools" (Allan Morton); "Live Interactive Television" (Ron initiatives in information technology. (AEF)

ED 396 736 IR 017 949

Moffatt, Carol
Establishing Distance Education Networks in New Zealand: Practicalities Past, Present, and Future.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Costs; *Curriculum Development; *Distance Education; *Educational Development; Educational Objectives; Foreign Countries; Futures (of Society); *Information Networks; Information Technology; Professional Development; Staff Development
IDENTIFIERS- Audiographics; *New Zealand

The New Zealand cluster of schools model using audiographics began in 1993. Canterbury Area Schools began to plan a cooperative project in that year to try to meet the various needs of their rural and urban communities. This paper describes the CASA(Tech) Canterbury Area Schools Using Audiographics Project in terms of administrative issues affecting schools at that time; teaching and learning issues; and why audiographics were started. Administrative issues included: difficulties in establishing the network; organizational issues; costs invoked in developing and maintaining technology; staff training; and technical support. Teaching and learning issues highlight: the impact on the professional development of teachers; course development in the network; inter-institutional cooperation; measurement of educational objectives and outcomes; evaluation planning; and benefits of using audiographics. Present and future developments in the project are also described. (AEF)

ED 396 737 IR 017 950

Morton, Allan
Factors Affecting the Integration of Computers in Western Sydney Secondary Schools.
PUB DATE- 96
NOTE- 9p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; *Computer Attitudes; Computer Literacy; Computer Science Education; Computer Uses in Education; *Educational Technology; Foreign Countries; *Integrated Activities; Learning; School Culture; School Surveys; Secondary Education; Skill Development; *Teacher Attitudes; Teaching Methods; Technological Advancement
IDENTIFIERS- Australia (Sydney); Barriers to Implementation; Newman Keuls Analyses

Integration is based on the assumption that computers should be be used to meet objectives and needs, key libraries involved, and method of evaluation. (AEF)

ED 396 752 IR 055 923

Research Agenda for Networked Cultural Heritage.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Information; Archives; *Computers; Fund Raising; *Humanities; Information Retrieval; Internet; Knowledge Representation; Learning Processes; *Liberal Arts; Multimedia Materials; *Research; *State of the Art Reviews; Teaching Methods; *Technological Advancement
IDENTIFIERS- Authenticity; Digitizing; Distributed Computing; Electronic Media; J Paul Getty Museum CA; Software Tools

The rapid growth of multimedia computing and the Internet, and the entrance of the commercial sector into information and the education sector previously dominated by academic interests, have raised the stakes for arts and humanities computing. In addition, ongoing reductions in funding for arts, humanities and educational research have made it imperative that dollars be well spent. The Getty Art History Information Program (AHIP) commissioned eight individuals to write papers on research issues considered critical to future progress in arts and humanities computing, and conducted two electronic discussions, open to the Internet community, to stimulate reaction to their views. In addition to the full text of the papers, this report provides a summary of the papers and discussions as a basis for identifying issues that any research agenda in arts and humanities computing should address. The papers are: (1) "Tools for Creating and Exploiting Content" (Robert Kolker and Ben Shneiderman); (2) "Knowledge Representation" (Susan Hockey); (3) "Resource Search and Discovery" (Gary Marchionini); (4) "Conversion of Traditional Source Materials into Digital Form" (Anne R. Kenney); (5) "Image and Multimedia Retrieval" (Donna M. Romer); (6) "Learning and Teaching" (Janet H. Murray); (7) "Archiving and Authenticity" (David Bearman); (8) "New Social and Economic Mechanisms To Encourage Access" (John Garrett). A topical index to the papers and a glossary are located at the end of the report. (Author/SWC)

ED 396 753 IR 055 924

Feinberg, Sandra; Feldman, Sari
Serving Families and Children through Partnerships: A How-To-Do-It Manual. How-To-Do-It Manuals for Librarians, Number 65.
PUB DATE- 96
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change; Children; *Cooperative Programs; Evaluation Methods; *Family Programs; Guidelines; Integrated Services; Internet; Librarians; *Library Development; Library Funding; *Library Services
IDENTIFIERS- *Partnerships in Library Services

This step-by-step guide gives librarians the information to develop successful, collaborative ventures with other

United States. (Contains 65 references.) (SWC)

ED 396 772 JC 930 094

A Guide to Enrollment Growth Management in the California Community Colleges: A "How To Do It" Guide.
PUB DATE- Aug 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *College Planning; Community Colleges; Continuation Students; *Educational Finance; *Educational Policy; *Enrollment Management; Marketing; Program Implementation; Student Recruitment; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended as a guide to help California Community College administrators plan for and manage enrollment growth, this document provides information on preparing enrollment growth plans, recruiting and marketing, and developing financial resources. Following a preface, background information is provided on enrollment growth management (EGM), defining it as strategies designed to deal with problems associated with the enrollment of more students than can be served by existing resources. Next, policy questions pertaining to financial resources, leadership and control, economic development, and student mobility are addressed and suggestions are offered for developing an enrollment growth plan. References are then provided to state education code related to legal and compliance issues. The next sections provide charts showing strategies and questions for specific issues related to the following areas of EGM: (1) planning and participation; (2) maintaining the institutional mission and goals; (3) ensuring access and diversity for those most in need of community college education, particularly those from underrepresented groups; (4) recruitment and marketing, including outreach priorities, target mailing, and public relations; (5) course scheduling that both incorporates EGM strategies and reflects institutional priorities; (6) dealing with continuing students, focusing on probation and disqualification, student progress and course offerings, enrollment limits, and course repetition; (7) maximizing current resources; and (8) developing additional resources. Contains 10 references. The Napa Valley College enrollment management process report is appended. (TGI)

ED 396 773 JC 940 286

Segura, Armando; Noseworthy, Victoria
The Transfer Achievement Program (TAP): Information Packet.
PUB DATE- 2 Jun 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Check Lists; *College Transfer Students; Community Colleges; Equal Education; Guidance Programs; *Minority Groups; Program Development; *Student Personnel Services; *Transfer Programs; Two Year Colleges
IDENTIFIERS- Santa Barbara City College CA

Research/Technical (143)
DESCRIPTORS- College Faculty; College Programs; *Community Colleges; Degrees (Academic); Educational Finance; *Enrollment Trends; Full Time Equivalency; Governance; Intellectual Disciplines; Program Costs; Salaries; *School Personnel; *School Statistics; State Surveys; *Student Characteristics; Tables (Data); Teacher Salaries; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Florida Community College System

Designed to convey timely, accurate, and comparative information about Florida's 28 community colleges, this fact book provides descriptive and statistical data on enrollment trends, college personnel, educational finances, and governance from 1990-91 through 1994-95. The report opens with a brief historical overview of the state system from its beginnings in 1933 to the present, including a list of the 28 colleges and their years of establishment and a description of Florida's community college funding policy. Next, the report presents statistical tables on the state's community college students, including: (1) headcount enrollment per year; (2) fall 1995 enrollment headcount by ethnicity, gender, and college; (3) full-time equivalent (FTE) enrollment; (3) 1994-95 FTE by discipline and college; (4) the percent distribution of actual FTE by program and a comparison of assigned and actual FTE for 1982-83 through 1994-95; (5) degrees and certificates awarded by year and by type of award; and (6) 1994-95 awards by ethnicity and gender. Data on system employees is then provided, including employees by occupational activity for 1991-95, fall 1995 full- and part-time status, and fall 1995 average salaries. Finally, financial information is presented, including information on revenues for 1994-95, fall 1995 student fees, 1995-96 operating budgets, full cost summaries for 1994-95, annual cost analysis for 1994-95, and facilities inventory and value estimate for 1995-96. A glossary of terms and a roster of the Division of Community Colleges are included. (MAB)

ED 396 791   JC 960 418

Quereau, Tobin
Creating Our Future Together: A Summary Report from the Future Search Conference Series for Austin Community College.
PUB DATE- Jun 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Conferences; Educational Cooperation; *Institutional Mission; Multicampus Colleges; *Organizational Objectives; *Participative Decision Making; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

In Spring 1995, Austin Community College (ACC), in Texas conducted a series of six conferences in its effort to shift towards shared governance and a learning organization model of operation. The conferences were designed to develop a shared vision for the future, with each conference being held at a different campus or site and engaging nearly 400 stakeholders from all levels of the institution and from the community. The most challenging tasks in planning the conferences were recognizing the need for diverse perspectives and integrating the knowledge from the final conference into a comprehensive vision of the future of the college. The model used to develop the conferences emphasized the participation of the whole

Educational Certificates; Employment Potential; *Job Skills; *Labor Force Development; *Minimum Competencies; *Student Certification; Student Evaluation; *Technical Education; Two Year Colleges; *Vocational Evaluation
IDENTIFIERS- *Indiana

The Indiana Workforce Proficiency Panel was established to work with the business, labor, and education sectors to identify a common set of essential skills and technical proficiencies for major occupational areas. The process used by the Panel for setting state standards employs five steps, involving three meetings of a State Technical Committee (STC), composed of key stakeholders in specific occupational clusters, and job task analyses and focused interviews conducted at work sites. As a result of this process, the Panel adopted skills and proficiencies in the areas of bioscience, business support, electronics, health, metalworking, plastics, and printing. The Panel also determined that Certificates of Technical Achievement (CTAs) should be awarded to completers of vocational and technical education programs to verify that students have met the standards. Since March 1996, over 150 secondary and postsecondary CTAs have been awarded. Finally, the Panel adopted a standard custom-driven assessment protocol for the proficiencies, requiring that they be transportable within Indiana and other area states and that they articulate between secondary and postsecondary instructional programs and between school and the workplace. Includes information on the jury review process for the CTA, including a description of portfolios used by students to obtain employment or placement; lists of industry skill standards for students, educators, and businesses; a sample student assessment for a specific proficiency; and a sample CTA. (BCY)

ED 396 809 JC 960 480

O'Brian, Leonard
Toward a Philosophy of Educational Risk.
PUB DATE- 10 Nov 95
NOTE- 13p.; Paper presented at the National Conference of the Community College Humanities Association (Washington, DC, November 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; *Educational Philosophy; Educational Practices; *Educational Principles; Higher Education; *Learning Processes; *Role of Education; Student Development; Student Needs

Since risk suffuses human life and trust helps breaks the paralysis of dealing with risk, a philosophy of education must account for the relationship between risk and trust. Keith Lehrer (in progress) has developed a philosophy that seeks to prepare students for knowing as human beings actually know things, suggesting that knowledge is a matter of coherence and that trust is a central emotion in the experience of coherence. People must trust themselves if they are to know anything, and further, they must trust themselves to know when they cannot trust themselves or when they must seek expert assistance. To help students develop this complex sense of trustworthiness, the educational process must allow students to encounter risk, primarily through instructors who risk themselves in the classroom. Instructors should not attempt to teach from a position of invulnerability, but rather teach what they value

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Family Environment; Intergenerational Programs; Interpersonal Competence; Learning Activities; *Literacy; Parent Child Relationship; Preschool Education; Program Development; Program Implementation; Reading Skills; *Young Children
IDENTIFIERS- *Family Literacy; *Project Head Start

In view of the literacy skills needed to participate effectively in an increasing complex society, this report discusses the importance of reading and reading development in families, and the effort that Head Start puts into promoting family literacy. The report claims that parents' literacy level can have a strong influence on parent child relationships and on children's attitudes toward acquiring literacy skills. It is believed that Head Start can play a significant role in improving family literacy because many exemplary and replicable practices are currently being demonstrated by Head Start grantees. The report discusses the reasons of why Head Start must address literacy, the issues involved in developing literacy programs, the advantages of including Head Start in such programs, the different steps and activities needed to promote family literacy, as well as strategies to heighten awareness and develop intergenerational literacy. A list of family literacy publications, literacy catalogs, information about literacy, and literacy organizations is included. (MOK)

ED 396 828 PS 024 298

Kuhn, Ann; And Others
A Handbook for Volunteer Coordinators in Head Start.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Jan 90
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Adults; Advisory Committees; Coordinators; Home Programs; Interviews; Labor Turnover; Parent Participation; Personnel Selection; Preschool Education; Program Costs; Recordkeeping; Records Management; Staff Orientation; *Volunteers; *Volunteer Training
IDENTIFIERS- *Project Head Start; *Volunteer Management; Volunteer Recruitment; Volunteer Retention; Volunteer Teaching

The increasing number of Head Start parents returning to school or taking employment has resulted in a decline in parent time volunteering. Many Head Start programs have had to increase their recruitment efforts to attract volunteers from the larger community. This handbook provides a model for the development of a Head Start volunteer program. Fourteen chapters provide guidelines for various aspects of volunteer management, policy references, and a checklist for necessary documentation. The chapters are: (1) "The Head Start Volunteer Effort"; (2) "Selecting the Volunteer Coordinator"; (3) "The Volunteer Advisory Committee"; (4) "Planning the Volunteer Effort"; (5) "Recruiting Volunteers"; (6) "Screening, Interviewing and Placing Volunteers"; (7) "Volunteers in Home-Based Programs"; (8) "Special Volunteer Pools"; (9) "The Volunteer Handbook";

provide a demographic portrait of facilitators and parents. Overall the results indicated a positive and significant shift in attitudes and beliefs toward parenting and nurturing children, indicating that this group of parents are at low risk for child abuse and neglect. Specific results about parents' attitudes and beliefs following participation include the following: (1) parents had more appropriate expectations of their child's abilities; (2) parents increased their ability to be more empathically aware of their child's needs and to respond in an appropriate fashion; (3) parents believed less strongly in the value of corporal punishment; and (4) parents knew that their child did not exist to please and love them, and instead began to understand that it was their responsibility to respond to their child's needs in an appropriate fashion. (A copy of the Demographic Tally Parent Participants and PGFs (facilitators) and the participant informed consent letter are appended.) (AA)

ED 396 848 PS 024 374

McKinley, Daniel M.
Paving the Way to Greater Parental Involvement in Education.
PUB DATE- Apr 96
NOTE- 8p.; Paper presented at the Annual Convention of the National Catholic Education Association (93rd, Philadelphia, PA, April 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; Educational Quality; Elementary Education; *Nonprofit Organizations; Parent Participation; *Scholarships; *School Choice; *Self Evaluation (Groups); *Special Needs Students

PAVE (Partners Advancing Values in Education) was founded in 1992 as an independent, non-profit organization by civic and business leaders who believe that all families deserve equal educational opportunities for their children. The primary focus of PAVE is to provide low-income families in Milwaukee, Wisconsin, with financial assistance so they can enroll their children in a school that meets their needs. To qualify for the program, families must meet federal poverty guidelines. At the initiation of the program, 4,094 families applied for PAVE assistance and 2,089 grants were awarded. Evaluations of the program reported high levels of parent satisfaction, student academic achievement, parent involvement, and minority enrollment. PAVE has become a transformational organization, with a goal to transform a private charitable voucher program into enlightened public policy. The PAVE program illustrates the equitableness and effectiveness of choice in education, and the benefits that can result when families become truly empowered to manage their children's education. (WJC)

ED 396 849 PS 024 376

Fozzard, Shirley
Surviving Violence: A Recovery Programme for Children and Families.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)

*Employment Patterns; Income; Labor Force; *Nonmetropolitan Areas; *Population Trends; Poverty; Rural Economics; Rural Family; *Rural Population; Rural to Urban Migration; *Rural Urban Differences; *Unemployment

The five volumes of Rural Conditions and Trends for 1990-1994 contain information and statistical data on economic and social conditions and trends of interest to rural educators and researchers. Articles cover the following areas: macroeconomic trends; employment; unemployment; industry; earnings; income; poverty; population; national economic conditions; national economy links to rural areas; county classifications; the rural workforce; and farm income. A supplement to the Spring 1991 issue discusses financial institutions; rural banks; rural savings and loans; credit unions; rural credit markets; deposit insurance reform; and projected trends. Volume 3 number 1 discusses the loss of better educated people to urban areas. Wider opportunities for jobs requiring higher skills and paying higher wages in metro areas undoubtedly has contributed to the loss of college-educated nonmetro people to metro areas. If rural areas do not find ways to create or attract high-skill, high-wage jobs, then there may be little that can be done to close the earnings, income, and poverty gaps and keep more highly educated residents in rural areas. Volume 4 number 3, the special census issue, compares economic and social changes during the 1980s to those of the 1970s. Educational attainment and earnings of hired farmworkers is also covered. Issues contain extensive data tables, statistical figures, and appendices providing data sources and definitions. (SV)

ED 396 867 RC 019 992

Math and Science. IDRA Focus.
PUB DATE- Feb 95
NOTE- 21p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Strategies; Elementary Secondary Education; Females; Hispanic Americans; Inservice Teacher Education; *Limited English Speaking; *Mathematics Education; Mathematics Instruction; *Minority Groups; *Parent Participation; Preschool Education; *Science Education; Science Instruction; Teaching Methods
IDENTIFIERS- *Content Area Teaching; Content Learning; Language Minorities

This theme issue contains six articles on improving math and science education for minority group students, particularly language-minority students. "Accelerating Content Area Gains for English Language Learners" (Laura Chris Green) describes the Young Scientists Acquiring English project, which seeks to improve the content-area achievement of inner-city middle school students who are acquiring English by providing inservice teacher training and technical assistance. "Teaching Content Subjects to LEP Students: 20 Tips for Teachers" (Frank Gonzales) focuses on simplification of language rather than content, experiential learning, use of manipulatives and all senses, cooperative learning, higher order thinking skills, explicit review of goals and instructions, and adaptations to classroom communication practices. "MIJA Girls Getting Excited about Math: Assessing the Outcomes of the MIJA Program" (Anna De Luna, Felix Montes) describes the Math Increases Job Aspirations program, which aims to improve the math knowledge, skills, and attitudes of Hispanic girls in grades 6-7 through innovative workshops for the girls and their parents, teachers,

Education of Native Americans.
PUB DATE- 15 Apr 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *American Indian Education; *American Indian History; Capitalism; Christianity; *Colonialism; Culture Conflict; *Educational Discrimination; Educational History; Educational Needs; Elementary Secondary Education; Federal Indian Relationship; Racial Discrimination; *Role of Education; Tribally Controlled Education
IDENTIFIERS- *Native Americans; Oppression

This paper explores the shortcomings of the internal colonialism model of education that has persisted in North America throughout the history of Native American education. Since the arrival of Europeans in North America, their colonizing societies have attempted to repress the values and ways of life of Native Americans. Internal colonialism resulted in the displacement of Native American peoples by European expansion; isolation and containment of Native Americans in the reservation system; forced assimilation of Native American societies; political and economic domination of reservation affairs by the colonizers; and development of a racist ideology regarding Native Americans. Education has played a vital role in the oppression of Native Americans. First, boarding schools separated Indian children from their families and their way of life. Later, separate public schools were utilized. The main goals of education were to Christianize Native Americans so that they would accept and participate in the Christians' capitalist economic system. Eventually Native Americans were allowed to enter mainstream schools, but quite often teachers and administrators looked upon Indian students as having limited academic potential. The North American education system has failed Native Americans by not being sensitive to Native American culture, by not advocating bilingual education, and by ignoring the educational needs of Native Americans. Suggestions for educational improvement include involving Indian parents and communities in the schooling process; changing educators' attitudes toward Native American children and their academic potential; and encouraging decolonization by promoting Native American cultures, recognizing and legitimizing Native American history, and identifying unique learning styles of Native Americans. Contains 24 references. (LP)

ED 396 884 RC 020 630

Lawton, Stephen B.
The Impact of Gaming Revenue on American Indian Education: A Case Study.
PUB DATE- Mar 93
NOTE- 22p.; Paper presented at the Annual Conference of the American Education Finance Association (Albuquerque, NM, March 19-21 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *American Indian Education; American Indian History; Canada Natives; *Educational Finance; Elementary Secondary Education; Federal Indian Relationship; Federal Legislation; Government Role; Reservation American Indians; *Sioux (Tribe); *State Regulation; *Tribal Sovereignty

This document presents a collection of papers to be used as a practical guide and reference for delivering library services to small rural schools. The document targets rural school teachers, new school librarians, county superintendents, and rural and small school boards of trustees. Papers cover: (1) issues related to library administration, such as developing a mission statement, establishing a budget, program evaluation, and use of technology; (2) activities involved in collection development, such as acquisition and collection maintenance; (3) assessment of library materials, weeding, disposal of books, identifying needed materials for acquisition, cataloging, shelving, and processing of new materials; (4) the librarian's role and related strategies for teaching students information literacy skills; (5) an overview of accreditation standards for Montana schools that impact school libraries, including academic freedom policy, materials selection policy, and copyright policy; and (6) additional resources for teachers who also act as school librarians. Individual papers include: (1) "Administration of the School Library Media Center" (Kathy Branaugh); (2) "Collection Development" (Mary Bushing); (3) "Acquisitions and Organization" (Marilyn Mader); (4) "Skills for Life: Teaching Information Literacy" (Carolyn Lott); (5) "Policies and Procedures" (Claudette Morton, Mary Bushing); and (6) "Additional Resources" (Charlene Loge). Each paper includes a bibliography or a list of additional resources. (LP)

ED 396 901 RC 020 662

Alarcon, Rafael
Proposition 187: An Effective Measure To Deter Undocumented Migration to California?
PUB DATE- Oct 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Economic Factors; Elementary Secondary Education; Higher Education; Human Services; *Immigration; Labor Market; Mexican American Education; Mexican Americans; Migrant Education; *Migrant Workers; Misconceptions; Public Education; Public Policy; School Law; *Social Networks; *Undocumented Immigrants
IDENTIFIERS- Access to Services; *California; Immigration Impact; Mexico; *Proposition 187 (California 1994)

In 1994, California voters approved Proposition 187, which prohibits provision of publicly funded education and social services to undocumented immigrants, and which requires public schools to verify the legal status of students and their parents. This paper examines socioeconomic and immigration trends leading to the emergence of Proposition 187, and challenges assumptions about its ability to deter undocumented immigration. Analysis of two cost-benefit studies in San Diego and Los Angeles Counties finds that they invariably overstate the negative fiscal impacts of immigrants on local and state governments and omit parallel computations showing that native-born residents have a larger tax use "deficit" than immigrants. Effectiveness of the proposition depends upon assumptions that illegal immigrants are not well integrated into society and could be easily deported, that education and social services serve as a magnet for immigrants, and that "illegal families" could be easily detected when they apply for services. A social science literature review shows that labor migration is a social process. Permanent settlement has been encouraged by framework during the 2-round Delphi technique. The result of this was a student retention framework incorporating five components: financial aid, recruitment and admissions, academic services, curriculum and instruction, and student services. A collection of approximately 80 specific objectives were identified during this process and are categorized within the 5 components. Contains 156 references. (JRH/Author)

ED 396 922 SE 058 527

Armstrong, Pat
International Space Station: 6-8 Hands-on Science and Math Lesson Plans.
PUB DATE- Mar 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Hands on Science; Intermediate Grades; Junior High Schools; Lesson Plans; Mathematics Instruction; *Science Activities; Science Process Skills; Space Exploration; *Space Sciences; Spectroscopy

These lesson plans, designed for grades 6-8, have been developed to provide a guide to hands-on experience in science and math. They focus on an International Space Station and are designed for use with students working in groups. The three lesson plans highlighting the importance of the scientific method are: (1) International Space Station identification (crosswords puzzle, observations, data, and conclusions); (2) Crystallography (triclinic, tetragonal, hexagonal, isometric, orthorhombic, monoclinic); and (3) Spectral Analysis (complete visible spectrum, lithium spectrum, helium spectrum). A fact sheet for the International Space Station is also included. (JRH)

ED 396 923 SE 058 535

Triana, Estrella M.; Rodriguez, Manuel Gomez
United-Unidos: Mathematics and Science for Hispanics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged; Elementary Secondary Education; Higher Education; *Hispanic Americans; *Mathematics Education; Minority Groups; *Science Education; Students
IDENTIFIERS- *Hispanic American Students; *National Education Goals 1990

Professional and community organizations gathered for a weekend summit in May 1992 to articulate how the National Education Goal 4 ("U.S. students will be first in the world in science and mathematics achievement") could be achieved within the Hispanic community. This publication summarizes the major education issues, and highlights the summit recommendations and the formation of the Hispanic Secretariat for Mathematics and Science Education that resulted from the gathering. It discusses the status of the education of Hispanics, including barriers from grade school to higher education, and addresses the underrepresentation of Hispanics in mathematics and science careers. Recommended goals are presented under the following headings: curriculum and skills K-12, preparing the best

ED 396 945 SE 058 642

Schifter, Deborah, Ed.
What's Happening in Math Class? Vol. 2: Reconstructing Professional Identities.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 190p.; For Volume 1, see SE 058 641.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Constructivism (Learning); *Educational Change; Elementary Secondary Education; *Mathematics Instruction; *Mathematics Teachers; *Teaching Methods
IDENTIFIERS- Reform Efforts; *Teacher Change

This book and its companion volume include narratives by teachers who are working with constructivist methods and principles to transform their practice along the lines mandated by the National Council of Teachers of Mathematics Standards. In this volume, nine teachers describe their struggle to understand constructivism and its application to learning mathematics, and transform their mathematics instruction. These teacher narratives are complemented by four essays written by teacher educators which explore some of the challenges posted by the new mathematics pedagogy for the multiple identities teachers are being asked to enact as mathematical thinkers, managers of classroom processes, monitors of student learning, and as members of the wider mathematics education community. (MKR)

ED 396 946 SE 058 650

Forecasting the Future: Exploring Evidence for Global Climate Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Chemistry; *Climate Change; Elementary Secondary Education; Environmental Education; Geology; Meteorology; Physics; *Science Activities; *Science Process Skills

This curriculum and classroom activity guide considers evidence gathered in answer to questions concerning global environmental change. It describes methods that biologists, chemists, geologists, meteorologists, and physicists use to gather and interpret their findings. The activities and approaches in this guide were developed to meet the skill levels and learning styles of a diverse student population. The narrative section provides background information on the subject and includes references in the form of icons that refer to relevant activities in the second section of the book. The activities section provides 14 detailed exercises that illustrate ideas set out in the narrative. These hands-on activities represent various disciplines including animal biology, chemistry, geology, meteorology, physics, and plant biology. They list objectives, estimates of duration of activities, extended background information, introductory exercises, procedures, and useful discussion points. A teacher's guide that provides additional information accompanies each activity. The third section of this book includes an overview of scientific inquiry

This document is a product of the workshop convened by the National Science Foundation Engineering Directorate. The 43 participants representing industry, government, education, private foundations, professional societies, and the Engineering Deans Council were charged to accept as given the consensus reflected in the reports of the past ten years on the desired characteristics of 21st Century engineering education, recommend steps to achieve these characteristics, and identify the change agents responsible for each step. Key consensus recommendations resulting from three days of deliberation are listed in this document. Appendices include a description of the workshop process, a list of recommendations, 3 one-page background papers, the workshop schedule, and a list of participants. (JRH)

ED 396 968 SE 058 742

Wiese, Jim
Rocket Science: 50 Flying, Floating, Flipping, Spinning Gadgets Kids Create Themselves.
PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Acoustics; Aviation Mechanics; Chemistry; Demonstrations (Science); *Electricity; Elementary Secondary Education; *Mechanics (Physics); *Optics; Science Activities; *Science Projects; *Scientific Concepts

This book is divided into chapters based on the general subjects of mechanics, air power, water power, electricity and magnetism, chemistry, acoustics, and optics. Each chapter includes groups of projects designed to teach specific scientific ideas within the general subject. Some projects include a section that allows students to try different variations on the original activity. Explanations are provided at the end of each group of projects. Many of the activities in this book can serve as the starting point for a science fair project. Projects include: Desktop Lever, Flip Game, Balancer, Broomstick Pulley, Spool Pulley, Rubber-Band Walker, Roll-Back Can, Mousetrap Car, Rocket Boat, Horizontal Rocket, Vertical Rocket, Two-Stage Rocket, Sailboat, Paper Plane, Paper-Plate Flyer, Sled Kite, Air Pump, Can Crusher, Hot-Air Balloon, Water Rocket, Waterwheel, Cartesian Driver, Boat, Water Clock, Coordination Tester, Doorbell, Lemon Light, Electromagnet, Compass, Glue, Coin Cleaner, Electrochemical Plating Machine, Kodak Cannon, Cold Pack, Cabbage Juice Indicator, Yogurt Cup Phones, Tin Can Howler, Funnel Stethoscope, Whistle, Paper Tube Kazoo, Guitar, Kaleidoscope, Periscope, Fun House Mirror, Shoe Box Camera, Thaumatrope, and Flip Book. (JRH)

ED 396 969 SE 058 743

Hershey, David R.
Plant Biology Science Projects.
PUB DATE- 95
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Fertilizers; Photosynthesis; Plant Growth; *Plants (Botany); Science Activities; *Science Projects; Secondary

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Local History; Secondary Education; Social Studies; Student Journals; Student Motivation; *Student Participation; *United States History; Writing (Composition); *Writing Assignments
IDENTIFIERS- *Pony Express

This paper discusses the Pony Express and offers the use of anecdotes as a way to make history more interesting to students. Along with facts about the Pony Express, there are activities for writing projects for enrichment purposes. Activities include: (1) letter writing; (2) news releases; and (3) diary writing. Suggestions are made for similar activities with other historical eras and events. (EH)

ED 396 991 SO 026 559

Butler, Judy D.
There's Got To Be a Better Way: Alternatives to Lecture and Discussion.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; *College Instruction; Conventional Instruction; *Cooperative Learning; Discussion (Teaching Technique); Higher Education; *Lecture Method; *Student Participation; Teachers; *Teaching Methods; *Team Teaching

This paper reviews the literature in three areas of change in college teaching--peer teaching or tutoring, individualized instruction, and cooperative learning. The focus of the paper is how knowledge is acquired, and acted upon, by students. The advantages and disadvantages of each type of teaching are explored, as well as the rates of successful acquisition of the subject matter and the reactions of students to the different ways of learning. The review concludes that lecture and discussion do have some value in the college classrooms, but that practitioners in higher education should explore adapting the stereotypical class dominated by lecture to one defined by activity and participation. (Contains 57 references.) (EH)

ED 396 992 SO 026 711

Ten Years of Advancement 1985-95. Women & Girls in Education. What's Working in the U.S.
PUB DATE- 25 Jun 96
NOTE- 10p.; Foreword by Richard W. Riley.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights; Elementary Secondary Education; Equal Education; *Females; Higher Education; Sex Discrimination; *Womens Education; *Womens Studies

This brochure highlights national policies, successful initiatives, and effective programs administered by the United States Department of Education to improve the lives of women and girls through education, training, and research. There are five sections to the brochure: (1) "Advancing Women and Girls Through Education" including enforcing federal laws that prohibit discrimination, addressing the special needs of women and girls in educational programs, and providing technical

LeTendre, Gerald
Middle School Teachers' Theories of Puberty.
PUB DATE- Apr 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescents; Antisocial Behavior; Comparative Analysis; *Cultural Differences; Cultural Influences; *Developmental Stages; *Early Adolescents; Foreign Countries; Intermediate Grades; Junior High Schools; Middle Schools; *Puberty; Secondary School Teachers; Sex Differences; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *Japan; Social Construction; *United States

This study explored middle school teachers' perspectives on and expectations of adolescence and puberty, using observations and interviews of 15 teachers in two Japanese middle schools and two United States (U.S.) middle schools, as well as a survey of teachers in selected schools in both nations. Teachers in the U.S. described puberty as being longer for males than for females. Among Japanese teachers a tighter fit was observed between periods of puberty and rebellion, while U.S. teachers saw adolescent rebellion as ending well after the end of puberty. Analysis of language and discourse suggested that Japanese words for middle school students imply compliance, energy, and active engagement in study and clubs; Japanese informants predominantly viewed middle school students as still being children, and were never expected to engage in dating. The social construct of hormones as an intoxicating and distracting force was common among U.S. teachers, while Japanese teachers did not link puberty with hormones or disruptive behavior with sexual energy. Implications of these cultural differences for the effects teacher expectations have on student performance and behavior are discussed. (Contains 24 references.) (PB)

ED 397 010 SP 036 722

da Costa, Jose L.; Riordan, Geoffrey
Teacher Efficacy and the Capacity To Trust.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Supervision (of Teachers); Consultation Programs; Cooperation; Educational Cooperation; Elementary Education; Elementary School Teachers; Foreign Countries; *Interprofessional Relationship; *Self Efficacy; Self Esteem; *Teacher Attitudes; Teacher Collaboration; *Teacher Evaluation; Teacher Improvement; Team Teaching; *Trust (Psychology)
IDENTIFIERS- Alberta

This study explored the relationship between teachers' sense of efficacy and their willingness to engage in a work-focused, trusting, professional relationship with colleagues. Interviews and conference transcripts were gathered from 10 dyads of teachers from three elementary schools in a large Canadian city. Each dyad engaged in at least four collaborative consultation cycles, each consisting of: (1) a pre-observation goal setting conference; (2) classroom observation data the less powerful speaker of less powerful or "weak" strategies for the sake of eventually achieving a shift in power. Some teaching applications are suggested for training non-native speakers, particularly business executives and sales staff, in English negotiating skills. Contains 16 references. (Author/MSE)

ED 396 559 FL 023 917

McClure, Erica; And Others
What Do You Include in a Narrative? A Comparison of the Written Narratives of Mexican and American Fourth and Ninth Graders.
PUB DATE- 93
NOTE- 18p.; In: "Pragmatics and Language Learning," Volume 4. Selected papers presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (6th, Urbana, IL, April 2-4, 1992); see FL 023 905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; Comparative Analysis; Cross Cultural Studies; Elementary Secondary Education; English (Second Language); Foreign Countries; Grade 4; Grade 9; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Mexicans; Monolingualism; Native Speakers; *Pragmatics; Spanish Speaking; *Story Grammar; *Writing (Composition)
IDENTIFIERS- Mexico

A study compared the types of information included in English narratives written by monolingual American students, English narratives by bilingual Mexican students, and Spanish narratives by monolingual Mexican students, and possible differences by grade level. Subjects were in six groups: monolingual (English-speaking) American; bilingual Mexican; and monolingual (Spanish-speaking) Mexican, in fourth and ninth grades. Data were drawn from written narratives elicited with a silent animated film of an animal fable, a total of 10 stories in each of the 6 analysis groups. Results indicate that although general narrative structure did not differ for Mexicans and Americans, Mexicans provided more information about emotional states and personal traits. With respect to developmental differences, the younger writers tended to include fewer physical and action details, provide fewer causal links between actions and states, and provide significantly less information about characters' emotional states and physical and personal traits. Bilinguals also showed a developmental lag in the second language with respect to inclusion of information about setting and action details, and in proportion of propositions allocated to different parts of the story. No evidence of first-to-second-language transfer appeared. Contains 29 references. (MSE)

ED 396 560 FL 023 919

Johnson, Patricia; Arenas, Jaime
Students' Perceptions of Foreign Language Communicative Teaching and Class Size.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Techniques; *Class Size; *Communicative Competence (Languages); Educational Strategies; Foreign Countries; Higher Education; *Instructional

PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; Cultural Pluralism; Curriculum Development; Disabilities; Educational Strategies; Elementary Secondary Education; *English (Second Language); Instructional Design; Language of Instruction; Language Research; Learning Disabilities; *Limited English Speaking; Literacy Education; Program Development; Program Implementation; Screening Tests; Second Language Instruction; Transitional Programs; Writing Instruction
IDENTIFIERS- *Bilingual Special Education; Biliteracy; *Cognitive Academic Language Learning Approach; Content Area Teaching

This collection of 11 essays on bilingual special education addresses both theoretical and practical issues. The essays are: "Bilingual Special Education: The Important Connection" (Angela L. Carrasquillo); "Using Language Assessment Data for Language and Instructional Planning for Exceptional Bilingual Students" (Alba A. Ortiz, Shernaz B. Garcia); "An Overview of Issues on the Implementation of Bilingual Special Education Programs" (Nivia Zavala); "Teaching a Second Language to Limited-English-Proficient Learning-Disabled Students" (Carrasquillo, Maria A. Reyes Bonilla); "Instructional Language Preferences of Bilingual Elementary Learning-Disabled Students" (Carrasquillo); "Planning and Implementing an English as a Second Language Program" (Nancy Cloud); "Developing Literacy Skills in Two Languages" (Frances Segan); "Written Communication for Exceptional Students from Culturally and Linguistically Diverse Backgrounds" (Debra A. Colley); "Content Area Instruction in Bilingual Special Education" (Ana Rossell); "The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream" (Anna Uhl Chamot, J. Michael O'Malley); and "Adaptations of the Cognitive Academic Language Learning Approach (CALLA) to Special Education" (Chamot, O'Malley). Author and subject indexes are included. (MSE)

ED 396 580   FL 023 945

Williamson, Robert C.
Minority Languages and Bilingualism: Case Studies in Maintenance and Shift.
PUB DATE- 91
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Bilingualism; Case Studies; Cultural Context; Diachronic Linguistics; Diglossia; Irish; Language Acquisition; *Language Maintenance; Language Planning; Language Research; *Language Role; Language Usage; *Language Variation; Minority Groups; Research Methodology; *Romance Languages; Second Language Learning; *Sociocultural Patterns; Sociolinguistics; Subcultures; Uncommonly Taught Languages; Welsh
IDENTIFIERS- Breton; *Celtic Languages; Friulian; Galician; German (Pennsylvania); Romansh

This monograph on minority languages and bilingualism focuses on seven minority languages in different parts of the world, looking at their history and current status, including patterns of usage among samples of their speakers. The first two chapters discuss several issues regarding diglossia and bilingualism, language patterns within societies, and language maintenance and choice. Three subsequent chapters look more closely at these areas: similarities, differences, and sociolinguistic trends in Celtic languages, specifically Gaelic, Welsh, and Breton; a similar comparison of three Romance languages (Romansh, Friulan, Galician); and patterns

Descriptive Summary Report: With an Essay on Access and Choice in Postsecondary Education. National Education Longitudinal Study 1988-1994. Statistical Analysis Report.
PUB DATE- May 96
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; Academic Persistence; *Access to Education; *College Choice; *Educational Attainment; Educational Experience; *Enrollment; *Enrollment Influences; High Achievement; Higher Education; Job Placement; Outcomes of Education; Statistical Data; *Student Educational Objectives; Student Employment; Student Placement; Tables (Data)
IDENTIFIERS- *National Education Longitudinal Study 1988

This report describes the 1994 postsecondary education assistance patterns, job experiences, lifestyles, and values of the eighth grade class of 1988. The data from the report are from the 1994 Third Follow-up of the National Education Longitudinal Study of 1988 which collected information on postsecondary education participation, employment, earnings, family formation, and other activities and experiences relevant to individuals as they are about to enter their adult lives. The first section of this report is an essay that examines the postsecondary education access and choice of the 1988 eighth grade cohort. Access to postsecondary education is defined in terms of factors related to enrollment into a postsecondary institution. Access and choice are examined differentially by sex, race, socioeconomic status, and tested achievement; special attention is given to outcomes for students who scored in the highest quartile of the 1992 math and reading test composite. The second part of the report consists of sets of tables which present other information about the education, jobs, and life experiences of the 1988 eighth grade cohort. The tables are organized into four sections which provide data on: postsecondary education expectations and experiences, labor force participation, family and financial circumstances and values, other activities, and civic participation. These data are then reported separately for young people with different types of high school experiences and backgrounds. Findings indicate that nearly 63% of the subjects were attending or had attended some type of postsecondary education by 1994. Almost three-fourths of 1988 eighth graders who enrolled in four-year institutions attended them in their home state, and most were enrolled full-time. More women and Asians than other groups reported they expected to obtain a Bachelor's or higher degree. There were no significant differences by sex or race/ethnicity in the access and choice variables for these subjects who scored in the highest quartile in the 1992 achievement test. Socioeconomic status affected expectations of degree attainment. Two appendices, containing technical notes and a glossary, are included. (JPB)

ED 396 599 HE 029 224

Dunn, Rebecca E.; Moody, Janice R.
Mentoring in the Academy: A Survey of Existing Programs.
PUB DATE- Apr 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Higher Education;

connection of tenure/promotion decisions to teaching evaluations. (Contains approximately 250 references.) (DB)

ED 396 617 HE 029 246

Alsalam, Nabeel
The Cost of Higher Education. Findings from "The Condition of Education, 1
PUB DATE- May 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Graduates; Colleges; Degrees (Academic); *Educational Benefits; *Educational Finance; Educational Status Comparison; Enrollment Trends; Expenditure per Student; Expenditures; Higher Education; *Income; Labor Market; Student Financial Aid; *Trend Analysis; Tuition; Universities

This booklet summarizes major conclusions and the statistical evidence supporting them concerning how changes in higher education revenue and expenditure are related to institutional enrollments, tuition and fee charges, and student financial aid, as well as the overall value of a higher education degree. Findings are organized into the categories of revenue, student financial aid, institutional expenditures, and labor market outcomes. Each major finding is summarized in text, tables, and graphs. These findings include: (1) tuition and fees have increased at all types of higher education institutions over the last decade; (2) tuition and fee income has increased as a source of revenue in most types of higher education institutions; (3) student financial aid, particularly from federal sources, defrays some of the cost to students of attending college; (4) most institutions have increased the amounts they spend on scholarships and fellowships; (5) expenditures per full-time equivalent (FTE) student increased at most institutions but the percentage they increased varies widely; (6) expenditures per FTE student are related to complex interactions among demographic and economic factors; (7) a higher education degree confers a substantial economic advantage to college graduates; and (8) the earnings advantage of completing college increased between 1970 and 1993 for both male and female graduates. (Contains 13 references.) (DB)

ED 396 618 HE 029 247

LaBelle, Thomas J.; Ward, Christopher R.
Ethnic Studies and Multiculturalism: SUNY Series, Frontiers in Education.
PUB DATE- 96
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Area Studies; *Change Strategies; Departments; *Educational Trends; *Ethnic Studies; Higher Education; *Integrated Curriculum; Intellectual Disciplines; *Multicultural Education; Political Influences

This book examines ethnic studies and multiculturalism movements at the higher education level. It notes the different viewpoints of these two movements, with ethnic studies usually involving a focus on a single ethnic group at the departmental

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; *Females; Higher Education; Interpersonal Competence; Labor Conditions; *Military Personnel; *Nontraditional Occupations; Occupational Surveys; Personnel Management; Personnel Policy; Problem Solving; Quality of Working Life; *Role Perception; Sex Bias; *Sexual Harassment; Social Environment; *Work Environment
IDENTIFIERS- *Navy

This study on integrating women in the navy analyzed approximately 400 surveys collected by the U.S. Navy Steering Group relevant to Women in Non-Traditional Work Roles, results of a focus group, and a review of the literature. Surveys were sent to various U.S. Navy facilities where female employee responses were solicited and documented. The study analyzed problems reported by these women in their work environments, their coping strategies, and their recommendations for improving their work environments. The study's goals involved identifying validated practices regarding effective cohesive work environments and development of recommended intervention strategies to enhance the acceptance, integration, and utilization of women in the navy. Survey responses were categorized into eight basic areas: (1) super woman mentalities; (2) subduing and de-emphasizing individual femininity; (3) siege mentalities and outlooks; (4) the "don't make waves" attitude; (5) non-intrusive and invisible personalities; (6) training; (7) two strikes syndrome; and (8) accelerated stridency and militancy. The study's conclusions addressed: communication, especially concerning directives from upper command; the need for more training in interpersonal/multicultural diversity skills; the need for a comprehensive mentoring program; management performance appraisals; the dispute resolution process; and support systems and networks. (Contains 17 references.) (CK)

ED 396 638 HE 029 268

Lindner, Reinhard W.; And Others
Are Graduate Students Better Self Regulated Learners Than Undergraduates? A Follow-Up Study.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bachelors Degrees; Comparative Analysis; Education Majors; Followup Studies; *Graduate Students; Higher Education; Masters Programs; Measurement Techniques; *Metacognition; Questionnaires; Rating Scales; Self Evaluation (Individuals); *Self Management; Student Motivation; *Study Habits; Study Skills; Test Reliability; Test Validity; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Self Regulated Learning

Two studies concerning the self-regulated learning of graduate students are reported. In the first, the responses of 96 graduate students in education to an inventory of self-regulated learning were compared to those of 294 undergraduates previously assessed. It was found, contrary to expectation, that the graduate students scored lower on the inventory than

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Databases; *Educational Finance; *Federal Aid; Federal Regulation; Financial Problems; Government School Relationship; *Loan Default; Postsecondary Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Higher Education Act Title IV; National Student Loan Data System

This document provides information for postsecondary institutions to allow them to review and correct errors in the federal student loan program cohort default rate data that the guaranty agencies provide to the U.S. Department of Education prior to the final calculation of official cohort default rates. Data are provided to schools through a new database, the National Student Loan Data System, which contains loan-level information on the Title IV aid programs. The first section of this guide presents consequences to institutions of cohort default rates from less than 20 percent to greater than 40 percent. The second section describes the procedures used to calculate the cohort default rate including instructions on how to use this information to calculate an individual school's fiscal year 1993 cohort default rate. The third section gives directions on challenging the data prior to the calculation of official cohort default rates such as reviewing the back-up data and presenting the guaranty agency with a checklist identifying disputed accounts and providing evidence to support allegations of error. Also provided are the list of loan status codes, names and addresses of the guaranty agencies by state, and a list of whom to contact at the Department of Education regarding default rate issues. (DB)

ED 396 657 HE 029 298

FY 1993 Cohort Official Default Rate Guide.
PUB DATE- 95
NOTE- 85p.; See HE 029 297 for a related document.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Educational Finance; *Federal Aid; Federal Regulation; Government School Relationship; *Loan Default; Postsecondary Education; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program

This document is intended to help institutions of postsecondary education understand their rights and responsibilities relating to school cohort default rates for the Federal Family Education Loan (FFEL)Program. Section 1 focuses on the calculation of FY 1993 official cohort default rates including how student loan activity is tracked and reported, what student loans are included, how a loan's status affects the calculation, and cohort periods by fiscal year. Section 2 explains consequences of official cohort default rates. It covers default management requirements for all schools and consequences of default rates from less than 20 percent to more than 40 percent. Section 3 focuses on loss of FFEL program eligibility and the actions an institution in this situation should take. Section 4 details the FFEL appeal process such as conditions for filing an appeal, retaining program eligibility during the appeal process, and exceptional mitigating circumstances. Section 6 standardized test scores and a variety of measures of deep understanding. Specific technical ways in which CSILE supports an information-sharing infrastructure tailored to this theory are discussed, including the ability to aggregate knowledge, to link pieces of knowledge, and to create integrated discussions. CSILE's capabilities are compared with the AppleShare fileserver. Reproductions of computer screens illustrate the discussion. (Contains 12 references.) (Author/BEW)

ED 396 678 IR 017 854

Ryan, Christopher; Koschmann, Timothy
The Collaborative Learning Laboratory: A Technology-Enriched Environment To Support Problem-Based Learning.
PUB DATE- 94
NOTE- 9p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Computer Networks; Computer Simulation; *Educational Environment; *Educational Technology; Learner Controlled Instruction; *Learning Laboratories; Multimedia Instruction; Secondary Education; Teacher Education
IDENTIFIERS- *Collaborative Learning; *Problem Based Learning

The Collaborative Learning Laboratory (CCL) is a technology-enriched environment for the support of collaborative learning activities. Networking, multimedia, and other computer facilities combine to augment Problem-Based Learning, a collective and student-centered method of instruction that has been used in professional education and is being introduced into secondary education. Problem-Based Learning is described, along with ways in which it can be enhanced through CCL features such as e-talk, the Teaching Case Library, and the Clinical Encounter Simulation Stack. (Contains 12 references.) (Author/BEW)

ED 396 679 IR 017 855

Strommen, Erik
Formative Evaluation of a First-grade Multimedia Forest Environment.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- supports an information-sharin tailored to this theo,Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Computer Software Evaluation; Computer Uses in Education; Courseware; Ecology; Forestry; Formative Evaluation; Grade 1; Learning Modules; *Multimedia Materials; Optical Data Disks; Primary Education; *Science Curriculum; Screen Design (Computers); Student Attitudes
IDENTIFIERS- Technology Utilization

An evaluation of a CD-ROM multimedia component of a first grade science curriculum, the IBM/CTW "Through the Woods," is variety of grade levels. This document is divided into three parts. Part 1 defines GIS and describes the components of the system. Part 2 discusses issues of incorporating GIS in education at the elementary, middle, and high school levels. The Adopt-a-School program, a collaborative effort to bring the ArcView GIS tool and basic data into the classroom, is also described. Part 3 focuses on the methodology for and challenges of bringing GIS into the classroom and discusses benefits of both individual and group learning. Appendices include: hardware enhancement options; basic ArcView skills; standards in education; data sources; and strategies for acquiring hardware. (AEF)

ED 396 700 IR 017 908

Serim, Ferdi; Koch, Melissa
NetLearning: Why Teachers Use the Internet.
PUB DATE- 96
NOTE- 292p.; Includes a CD-ROM which gives access to the GNN Internet service and GNNpress (a web authoring tool) for Windows 95.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Curriculum Development; Educational Planning; *Educational Practices; Educational Technology; Electronic Mail; Elementary Secondary Education; *Internet; *Learning Activities; School Community Relationship; World Wide Web
IDENTIFIERS- *Connectivity

This book addresses the educational benefits of connecting to the Internet and shows how various educators use Internet features to support their curriculum goals. It is divided into three parts. Part 1, "Inspiration and Innovation," provides an introduction and presents inspirational stories of educational networking projects. Part 2, "From Theory to Practice," discusses connectivity issues; how to get online and use the tools; and benefits for teachers and students. Part 3, "Broadening your Vision," focuses on planning for the future and shows how educators are working with their local communities both on- and off-line. Throughout the book, descriptions of specific teachers' experiences are provided. Appendices include the names and e-mail addresses of the "Internet pioneers" discussed as well as World Wide Web resources and a glossary. (Contains 11 references.) (AEF)

ED 396 701 IR 017 910

Catalog of ERIC Clearinghouse Publications. 1996.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 162p.; This catalog is updated and published annually.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; Directories; *Educational Resources; *Information Sources; *Publications; Reading Materials
IDENTIFIERS- *ERIC Clearinghouses; ERIC Digests; Monographs

This "Catalog of ERIC Clearinghouse Publications" lists

Oliver and Catherine McLoughlin); "Approaches to Research in a Digital Environment--Who Are the New Researchers?" (Michael Orr and Rae Fankhauser); "Events Management Education Through CD-ROM Simulation at Victoria University of Technology" (Marcia Perry and others); "The Instructional Design Transition from Distance to Flexible Delivery Materials" (Grahame Ramsay); "Designing CBE for Continuing Professional Education" (Keith Rees); "Electronic Classrooms and Lecture Theatres: Design and Use Factors in the Age of the Mass Lecture" (Geoffrey A. Roberts and Philip M. Dunn); "Reconceptualising Pedagogy: Students' Hypertext Stories with Pictures and Words" (Glenn Russell); "Automatization of Student Assessment Using Multimedia Technology" (David Taniar and Wenny Rahayu); and "Perspectives on the Place of Educational Theory in Multimedia" (Martyn Wild). (AEF)

ED 396 719 IR 017 932

Abbasi, M. Hashim; Millar, Alex C.
The Role of Educational Technology in Upgrading Teacher Education in Pakistan.
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Development; Educational Finance; Educational Planning; Educational Strategies; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Needs Assessment; *Professional Development; *Program Improvement; Resource Allocation; Schools of Education; Teacher Attitudes; *Teacher Education
IDENTIFIERS- Electronic Media; *Pakistan; Technology Plans

This paper outlines a joint Asian Bank/Pakistan Ministry of Education project designed to upgrade the state of teacher education and to improve the quality, status, and professional self-esteem of Pakistan's teachers. The main strategies identified by the Project for priority attention include: structural changes through the creation of four new types of teacher education institutions in each of the provinces; development of the main teacher education pre- and in-service courses; increased output and improved standard of teachers at all levels; development and implementation of a Total Educational Technology Plan; and upgrading and strengthening of existing Government Colleges for Elementary Teachers and Government Colleges of Education. Educational technology is a key element designed to assist in achieving the Project's major goals and objectives. Needs analysis produced recommendations geared for: target population; new teacher education courses; allocation of electronic media; teacher/principal attitudes towards the equipment and software; potential sources of software; availability of ancillary funding; specialist educational technology assistance for teachers; developing a profession of educational technology interested people; storage and access for hardware and software; roles of Mobile Training Units; and overseas lessons on the application of educational technology. (AEF) an integral part of the learning process, both for servicing curriculum needs and as an object for study. The integration of computers into everyday classroom activity has proved to be more slow and difficult than expected, creating the notion that there are incentives enhancing the adoption of technology in some schools and barriers or organizational constraints blocking wider acceptance in others. A study of six schools was conducted to explore the integration of computers across the curriculum in Western Sydney (Australia) secondary schools. The study used a survey drawn from existing literature on teachers' intentions to use information technologies as teaching strategies. Teacher computer skill was tabulated and examined for its influence on each of seven categories: anxiety, self confidence, perceived relevance, pedagogical practices, staff development, access to resources, and policy formation. One-way analysis of variance (ANOVA) was used to compare groups of teachers. Results showed significant differences between groups on the anxiety, self confidence, perceived relevance, and pedagogical practices scales. Post hoc analysis using the Newman-Keuls technique was used to determine how the groups differed. Analysis of the data shows fluctuation in the way teachers feel about computers. These feelings manifest themselves within the skill base of teachers and in turn influence teacher intentions to use computers as tools for learning and discovery. The analysis found a pool of highly skilled computer-using teachers, most from the mathematics and technology faculties, who could act as catalysts for the creation of a computer culture. A computer culture could serve to promote motivation, cooperation, and collaboration among faculty as a means of altering the ways teachers feel about computers. For this group to succeed, it must be aware that the appropriate culture is based on the use of computers for learning rather than learning about computers and computing. The fact that there is diversity in teachers' computing skills highlights the multiplicity of the problems faced by advocates of integrating computers across the curriculum. For any long term solution, sufficient time must be provided for teachers to learn how to use technology in their teaching and to plan for its use. (Contains 36 references and 8 tables.) (Author/SWC)

ED 396 738   IR 017 951

Oliver, Ron; McLoughlin, Catherine
An Investigation of the Nature and Form of Interactions in Live Interactive Television.
PUB DATE- 96
NOTE- 9p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Distance Education; Educational Environment; Educational Planning; *Educational Strategies; Educational Technology; Elementary Secondary Education; Foreign Countries; *Interactive Television; Postsecondary Education; Rural Areas; *Teacher Student Relationship; Teaching Methods; *Telecourses; Telephone Instruction
IDENTIFIERS- Australia; Learning Environment; Two Way Communication

Live interactive television (LIT) is a popular medium for organizations in an effort to provide comprehensive and integrated services for children and families. Each chapter outlines steps to take in the creation of a family-centered library environment. The topics discussed are: serving children within the family context; developing library-based family support services; changing libraries to meet the needs of changing families; providing parent education and support; exploring new partnerships to create new services; developing strategies for service; building resource collections for families; and providing more for families through the sharing of resources. The book consists of 13 chapters: (1) Getting Started; (2) Coalition Building: An Overview; (3) Coalition Building: Model Networks; (4) Building Family Support Services: Guidelines; (5) Model Library-Based Family Support Services; (6) Collaborations: Forging a New Identity; (7) Funding Basics; (8) Competencies: Redefining Our Skills; (9) Competencies: Educating Ourselves and Others; (10) Evaluating: Letting Quality Service Speak for Itself; (11) Building a Family Support Collection: Guidelines; (12) Building a Family Support Collection: Print and Nonprint Resources; (13) Internet Resources: Families Online. Appendices include: letters and forms for coalition building; grant information; services, surveys, and evaluation forms; publicity materials; self study for children's librarians; parent satisfaction survey; parent education and support checklist; and national agencies and organizations. (Author/AEF)

ED 396 754 IR 055 925

Thomsen, Elizabeth
Reference and Collection Development on the Internet: A How-To-Do-It Manual. How-To-Do-It Manuals for Librarians, Number 66.
PUB DATE- 96
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Electronic Mail; *Information Sources; *Internet; Librarians; *Library Collection Development; Library Cooperation; Online Catalogs; *Reference Services; World Wide Web
IDENTIFIERS- Gopher; USENET

The challenges faced by reference and collection development staff have become increasingly complex in recent years, as more and more materials--in a variety of formats--have become available. This book shows reference and collection development librarians how to use the Internet to share information through online conversations and online resources. Chapters 1 and 2 include a history of the Internet with a special emphasis on the Internet as a community, and an overview of the tools of the trade. Chapters 3-8 discuss how reference and collection librarians can use Internet fundamentals (e-mail, USENET newsgroups, Gopher, and the World Wide Web) and special resources (library catalogs, databases, electronic books, and Frequently Asked Questions files) to better serve their patrons. Appendices include: "The Virtual Vertical File," a selective compilation of Web sources, and "The List of Lists," a subject arrangement of booklists on the Internet. (Author/AEF)

ED 396 755 IR 055 926

Santa Barbara City College (California) created the Transfer Achievement Program (TAP) to deliver an integrated and cohesive set of services to underrepresented students to help increase their transfer rate to four-year institutions. TAP provides students with a developmental map of transfer-related activities through the use of the Transfer Task Inventory (TTI). The Inventory provides students with a check-list of necessary tasks, allowing them to document and track their progress through four transfer task areas: assessment and orientation, transfer exploration, academic progress and planning, and transfer application and transition. TAP also enhances the development and evaluation of student services by organizing them into a "co-curriculum" that provides structure and rationale for introducing new services. Finally, TAP provides special services to students to provide internal and external support, including priority counseling appointments; Math study groups; and the Multicultural English Transfer (MET) program, providing special transfer-oriented sections of English classes. This information packet includes a history and a description of TAP; a sample TTI; a diagram of a typical transfer plan; "Implementing a Transfer Program for Underrepresented Students," a booklet providing suggestions and techniques for developing programs to improve underrepresented student transfer; the April 1994 issue of the TAP newsletter; a flyer for the MET program; and a promotional brochure for TAP. (MAB)

ED 396 774 JC 940 288

Strengthening Community College Linkages: Recommendations on Strengthening Relationships between the State Board of Education, the Department of Education, and the Area Colleges.
PUB DATE- 12 Jan 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Articulation (Education); *College Planning; *College Role; Community Colleges; *Governance; Government School Relationship; *Institutional Mission; School Effectiveness; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

Prepared in response to a request from the Iowa state General Assembly, this report outlines major issues facing the state's community colleges and provides recommendations for increasing effectiveness and accountability. Following introductory materials, the report describes the five major guiding principals in the development of Iowa's community colleges: state administration, accessibility, comprehensiveness, and responsiveness to their service areas. Next, major issues facing the colleges and related recommendations are presented for each of the guiding principals, including the following: (1) the need to strengthen the governance system and improve articulation; (2) the need to review the number of college attendance centers, address equity and affordability issues, increase the colleges' role in distance learning, and expand state financial aid; (3) the need to recognize the colleges' role in providing development education and provide funding; (4) the need for colleges to coordinate services on a regional basis; and (5) the need to address accountability issues related to strategic planning, quality assessment, the development of a management information system, revision of the college funding formula, licensure requirements, the system, the historical and global contexts of ACC, small group self-management and dialogue, discovering common ground and shared visions, and process-oriented analysis. Specifically, the conference series sought to accomplish the following five major tasks: identifying significant events in the organization's past, recognizing present trends that will affect the organization, creating an ideal future, confirming the shared vision, and developing action strategies for the future. The conferences resulted in the development of a common vision and values statement; identification of potential projects, unresolved issues, and unique campus issues; and the establishment of seven task forces. Includes detailed summaries of individual conferences and a discussion of nine lessons learned in developing the conference series. (TGI)

ED 396 792   JC 960 419

Trustee Handbook, 1996.
PUB DATE- Jan 96
NOTE- 155p.; Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Board Administrator Relationship; Codes of Ethics; *College Administration; Community Colleges; Fund Raising; Governance; *Governing Boards; Legal Responsibility; *Trustees; Two Year Colleges
IDENTIFIERS- *Trustee Responsibility; *Trustee Role; Trustee Selection

Intended as a resource for trustees at California community colleges and those providing training to trustees, this handbook reviews the roles and responsibilities associated with trusteeship. Chapter 1 provides general information on California's community colleges and other systems of higher education, while chapter 2 discusses the role of the board as an entity governing the college and the responsibilities of individual trustees. Chapter 3 covers areas contributing to effective trusteeship, including trustee ethics, board self-evaluation procedures, and effective processes for making decisions. Chapter 4 focuses on board and chief executive officer (CEO) relations, including conducting CEO searches, evaluation methods, and providing support to CEO's, while chapter 5 reviews regulations and implementation issues related to shared governance. Chapter 6 covers board roles in making educational policy, setting educational goals for the colleges, and ensuring that governance decisions involve affected parties, while chapter 7 examines the board role in community and public relations, fund raising, and political advocacy. Chapter 8 then addresses fiscal policy responsibilities, chapter 9 reviews legal responsibilities, and chapter 10 discusses personnel issues and regulations, including minimum qualifications, equivalencies, and tenure. Finally, chapter 11 provides a description of the Community College League of California, a bibliography, selected acronyms and terms, and a list of state and college-related organizations. (TGI)

ED 396 793   JC 960 420

Raisman, Neal A.
Doing Education with Business and the Middle Child Syndrome: Promise or Threat to the Community College Mission.

and how they think. In practice, this means that students should graduate from educational institutions having had fairly frequent experiences of teachers working outside their own disciplines, since an instructor's discipline can function as a risk-free area from which to teach. Two other applications of this philosophy would entail administrators working in the classroom and instructors completing their own class assignments along with students, especially those that involve a personal dimension. (BCY)

ED 396 810 PS 022 278

Lockwood, Anne Turnbaugh
Multiple Intelligences Theory in Action.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Educational Theories; Individual Differences; *Intelligence; *Intelligence Differences; Interpersonal Competence; Kinesthetic Perception; Linguistic Competence; Mathematical Logic; Music; Program Descriptions; Spatial Ability; Student Centered Curriculum; Talent Development; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Gardner (Howard); *Multiple Intelligences; Self Awareness

The two articles in this newsletter issue focus on and discuss the multiple intelligences (MI) theory and its application in schools. Developed by Howard Gardner at Harvard University, the theory argues that individuals differ in their abilities, learning styles, and interests, and that these differences need to be acknowledged and nurtured in schools. The first article, "The MI Provocation," narrates a conversation with Howard Gardner in which some of the questions raised concern his vision of an ideal school, the effect of his theory on schools, the methodology of applying such a theory, and the problems it poses for implementation in educational settings. Included is a description of the seven main intelligences posited by Gardner: musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal. The second article, "The MI Key," describes the Key School in Indianapolis, Indiana, founded by a group of teachers who use the concepts surrounding multiple intelligences theory to empower their students. A sidebar explores how multiple intelligences theory has been implemented at a school in St. Louis, Missouri, where the primary emphasis is on developing interpersonal and intrapersonal intelligences. (BAC)

ED 396 811 PS 023 483

A Child at the Door: A Guidebook for Starting a Child Care Program in Your Church.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Organization; After School Programs;

(10) "Volunteer Orientation"; (11) "Volunteer Training"; (12) "Retaining Volunteers"; (13) "Managing the Volunteer Program"; and (14) "Fiscal Matters and the Volunteer Program." Four appendices delineating volunteerism resources, volunteer associations, government-sponsored volunteer programs, and agencies with whom Head Start has interagency agreements complete the handbook. (KDFB)

ED 396 829 PS 024 299

Head Start Home Visitor Handbook.
PUB DATE- 94
NOTE- 198p.; For 1986 edition, see ED 270 211.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Family Counseling; Family Involvement; *Family Programs; *Home Programs; *Home Visits; Preschool Education; Program Development; Program Implementation; Self Evaluation (Individuals); Young Children
IDENTIFIERS- *Family Support; *Project Head Start

Developed to provide assistance in the building of an effective home-based program for Head Start children and their families, this handbook may serve as a blueprint for parent-focused home visits that assist the child and family to meet their special needs. Chapter one focuses on the home visitation model for providing services to families and ways that the Head Start Home-Based Program Option uses and expands on this model. Also addressed are the knowledge base, activities, and attitudes appropriate for the home visitor. Chapter two focuses on screening and assessment in order to determine the needs of the children and families served. Chapter three focuses on planning and evaluating individualized home visits and group socialization activities with parents involved. Chapter four focuses on strategies for home visitors to use as they conduct individualized home visits and group socialization activities with parents and children in various settings. Chapter five discusses how and why home visitors should evaluate home visits and group socialization activities. Two appendices contain suggestions for strengthening the home-based program option, and a home visitor self-assessment guide. (WJC)

ED 396 830 PS 024 304

Schilling, Dianne; Akin, Terri
Everybody Wins! 100 Games Children Should Play.
PUB DATE- 93
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; *Childrens Games; Cognitive Development; Creative Thinking; Early Childhood Education; Educational Games; Grouping (Instructional Purposes); *Learning Activities; Outdoor Education; *Play; Teacher Role; *Teaching Methods; *Young Children

This book presents a collection of classic and new games for early childhood educators to use with young children. Examples of classic games included are "Hide and Seek," "Hop-scotch," DESCRIPTORS- Culturally Relevant Education; Foreign Countries; Preschool Education; Primary Education; Program Development; *Program Evaluation; *Psychological Needs; *Refugees; Well Being

IDENTIFIERS- Mozambique; Ukwimi Refugee Settlement (Zambia); Zambia

This book describes the process of assessment, intervention, and evaluation undertaken with refugees from Mozambique on the cessation of hostilities in 1994, to address the psychosocial needs of the refugees. Chapters 1-3 describe the refugees' experiences and the refugee settlement, and present research results on the impact of the traumatic experiences on psychosocial functioning. Chapters 4-10 provide detailed information and guidelines on the development and implementation of the program. The program was community-based and community owned, evolving from continuous interaction with the whole community, expatriates, Zambian hosts, and the refugees themselves. These groups interacted to define problems; identify strengths and resources; and develop resources and strategies that were culturally appropriate, inexpensive, and sustainable in support of children and families. The three-part intervention is described in detail as: sensitization; work in existing institutions such as preschools, primary schools, and women's clubs; and work in the villages, including programs for women, men, and children. The final chapter provides conclusions and recommendations. Included in the eight appendices are outlines for training sessions for interviewers and teachers. (Contains 32 references.) (KDFB)

ED 396 850 PS 024 378

Children's Rights. Director of European Research and Documentation Institutions.

PUB DATE- 95

NOTE- 141p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Child Advocacy; Children; *Childrens Rights; Child Welfare; *Documentation; Foreign Countries; *Research; Well Being

IDENTIFIERS- Europe; United Nations Convention on Rights of the Child

This directory describes the research and documentation activities in the field of children's rights for 182 institutions based in 30 European countries. It is directed toward researchers and practitioners to stimulate international communication and comparative research projects and facilitate international information sharing. The directory is based on a 1994 survey of European academic institutions to determine if children's rights was an active research area and if the institutions had developed specific information-handling capacities and knowledge bases in the area of children's rights. The data base resulting from the survey is available in a diskette version (Mac or DOS based) and also is located on the World Wide Web. Institute profiles in the printed directory describe the major research, print, and computerized documentation activities of the institutions and include contact information. Seven indices are included to facilitate information retrieval. An annex delineates the main provisions of the United Nations Convention on the Rights of the Child and the Survey Questionnaire and Evaluation Form. (KDFB) and counselors. "What Parents Can Do for Their Children's Mathematics Learning" (Ninta Adame-Reyna) outlines 12 tips to parents on improving their children's math attitudes and achievement. "Playtime Is Science Expands in Region VI" (Bradley Scott) describes expansion to Texas, Oklahoma, and Arkansas of a science activity program for young children and their parents. "Technology Uses for Math and Science Learning" (Felix Montes) lists some ideas for incorporating television, computers, multimedia computers, and the Internet into math and science learning. Lists 11 additional readings on math and science education. (SV)

ED 396 868 RC 020 469

Dreier, William H.; Pilgrim, Ronald
100 Years of Change for Better Schools: A Short Report of Buffalo Township, Winnebago County, Iowa and Its Schools from 1895 to 1995.
PUB DATE- 6 Oct 95
NOTE- 19p.; Paper presented at the Annual Conference of the National Rural Educational Association (87th, Salt Lake City, UT, October 3-8, 1995). Maps will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consolidated Schools; Educational Trends; Elementary Secondary Education; *Local History; Population Trends; *Rural Schools; *School District Reorganization; School Districts; Shared Resources and Services; *Small Towns
IDENTIFIERS- Buffalo Center Rake Lakota Community Schools IA; *Small School Districts

In Winnebago County, Iowa, the earliest school district was the township, organized with ungraded one-room schools. The town of Buffalo Center worked with its township school district to become, in 1895, a town independent school district with its service area being the township. In 1896 the new district offered graded elementary and high schools. The Iowa School Code of 1897 allowed school taxes to be used for transporting students. This provision allowed the district to become, in 1954, the first consolidated school district west of the Mississippi River. In the 1970s and 1980s, the district was the first in the state to implement administrative consolidation, one of the earliest in Iowa to participate in a whole-grade sharing program, and the first that involved four cooperating districts. An enrollment of 850 students in the 400 square mile area of these four cooperating districts is an indication of how sparse population can define school organization, classes, and services in much of rural Iowa--and by extension much of rural America. The presence of activities, athletics, curriculum, media, and special programs directors has been sporadic, as have classes in geography, government, advanced math, general music, psychology, social studies, sociology, bookkeeping, business, and drafting. Computer technology and data processing are not offered. Efforts to form a permanent coalition with other districts have thus far been unsuccessful at the polls. Includes data tables detailing trends in population, school organization, and curriculum offerings. (TD)

ED 396 869 RC 020 498

Moore, Joan, Ed.; Pinderhughes, Raquel, Ed.
In the Barrios: Latinos and the Underclass Debate.
SPONS. AGENCY- Russell Sage Foundation, New York, N.Y.

IDENTIFIERS- Casinos; *Gambling; Indian Gaming Regulatory Act 1988; Minnesota; *State Tribal Relationship

This paper reviews historical and legal factors contributing to the development of gaming as a source of tribal revenue, and assesses the impact on education from revenue generated from the Mystic Lake Casino near Minneapolis, Minnesota. Corporate shareholders of the casino are members of the Shakopee Mdewakanton Sioux Community. Although U.S. law supports the status of Indian tribes as sovereign nations, the state of Florida took the Seminole tribe to court after the tribe opened a bingo parlor in 1976. In this case and a similar case in California, the Supreme Court upheld the rights of reservation American Indians to establish their own ordinances for regulating bingo games, but dissenting justices argued that unless Congress authorized and regulated tribal gaming, the State had a legitimate law enforcement interest. As a result, in 1988 Congress passed the Indian Gaming Regulatory Act to assist tribes in regulating gambling. Soon thereafter, the Minnesota Indian Gaming Association was established and reached an agreement with the State concerning gaming regulations. Monies generated from the Mystic Lake Casino have funded an after-school program, a cooperative education program, an advocate for students, an alternative school for students with special needs, and adult education training programs. Currently, Canada's First Nations are fighting the provincial government of Saskatchewan to allow a casino to remain open on the White Bear Reserve. Although the future of tribal gaming is uncertain in Canada, developments in the United States could establish a precedent regarding tribal gaming. (LP)

ED 396 885 RC 020 631

Spears, Jacqueline D.; Oliver, Jenny Penney
Rural School Reform: Creating a Community of Learners.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Change Strategies; College School Cooperation; Collegiality; *Educational Change; *Educational Cooperation; Elementary Secondary Education; *Institutional Cooperation; *Multicultural Education; Rural Education; *Rural Schools; School Districts
IDENTIFIERS- Cluster Schools; *Support Systems

This paper examines an effort to support "bottom-up" change that responds to larger school reform initiatives. The intervention strategy involved a collaboration in which a cluster of rural schools designed and implemented site-based projects related to multicultural reform, and a regional college and the state department of education provided professional development and technical assistance tailored to specific projects. Named EMPIRE (Exemplary Multicultural Practices in Rural Education), the strategy was implemented in pilot projects in two states. Participating schools enrolled 70-700 students; included both elementary and secondary levels; and served predominantly European American, predominantly Native American, or heterogeneous populations. The project's research component focused on identifying teacher outcomes and school changes that could be attributed to the intervention, exploring the extent to which clustering supported development of a regional professional infrastructure and lateral learning across social networks, changes in California labor markets, and worsening Mexican economic conditions. Undocumented workers residing in California have deepened their roots in their communities and are unlikely to go back to their countries of origin even if education were denied. Also, many families have a complex legal status and contain a mixture of U.S. citizens, legal residents, and undocumented persons. Finally, the "unstoppable flow" of undocumented immigration is largely the result of policies implemented by the U.S. and Mexican governments. Contains 63 references. (SV)

ED 396 902 SE 054 027

Math & Science for Girls: A Symposium Sponsored by The National Coalition of Girls' Schools with Support from the Klingenstein Fund. The Complete Proceedings (Wellesley, Massachusetts, June 16-20, 1991).
PUB DATE- Nov 92
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Females; *Mathematics Education; *Science Education; *Teaching Methods

This document contains the proceedings from a "Math and Science for Girls" symposium. The conference was aimed at identifying teaching strategies that are particularly effective for girls. The book is divided into three parts: research reports, small group workshops, and miscellaneous items. The research reports are "Women in Science: Where Do We Go From Here?" (Jane Butler Kahle); "Warming Up the Chilly Climate" (Bernice Resnick Sandler); "Women's Learning Styles and the Teaching of Mathematics" (Judith Jacobs); "Panel on Recent Research and Recommendations of Professional Organizations" (Shirley Malcom, Leslie Hiles Paoletti, and Rena F. Subotnik); and "Is Gender an Issue in Math Class? Perhaps It's Time to Change the Subject" (Joan Countryman). Workshop titles are: "Women's Metaphors for Math" (Dorothy Buerk); "Gender and Technology (Cornelia Brunner and Margaret Honey); "Cooperative Small Groups" (Carolyn Hopp); "Mathematics in a Cultural and Historical Context" (Claudia Henrion); "The Math, Science and Engineering Major in College" (Barbara Lazarus); and "Science Teaching and Diverse Learning Styles" (Jan Serie). The final section contains questions and reactions generated by participants, a follow-up questionnaire, and a participant list. (MKR)

ED 396 903 SE 055 572

Johnson, Eugene G.; And Others
The NAEP 1990 Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 844p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Educational Change; Elementary Secondary Education; Science Education
IDENTIFIERS- *National Assessment of Educational Progress

The 1990 National Assessment of Educational Progress (NAEP) monitored the performance of students in American schools in educators, parent involvement, and higher education. A list of summit participants is appended. (MKR)

ED 396 924 SE 058 544

A Perspective on Reform in Mathematics and Science Education, Monograph #3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 65p.; For monograph #2, see ED 393 670.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Educational Change; Elementary Secondary Education; Science Course Improvement Projects; *Science Curriculum; Science Instruction; Standards
IDENTIFIERS- American Association for Advancement of Science; *Project 2061 (AAAS); *Reform Efforts

This publication is third in a series prepared in cooperation with the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and the National Council of Teachers of Mathematics (NCTM), by the Eisenhower National Clearinghouse for Mathematics and Science Education. This document focuses on the groundbreaking activities of the Scope, Sequence and Coordination (SS&C) Project initiated by NSTA. This project is a science curriculum reform movement designed to help K-12 teachers make their science programs more interesting and relevant to student needs. The document describes the basic premises on which the SS&C project is built, the programs at various sites that have been part of the project's implementation, and the results and ongoing efforts at those sites. It also offers advice about how to implement and overcome major obstacles of an SS&C program. Appendixes provide statistical data on the impact of SS&C on students, teachers, administrators, and the community; and a list of additional resources. (MKR)

ED 396 925 SE 058 549

Hefner, Christine Roots; Lewis, Kathryn Roots
Literature-Based Science: Children's Books and Activities To Enrich the K-5 Curriculum.
PUB DATE- 95
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Content Area Reading; Elementary Education; *General Science; Integrated Activities; Science Curriculum; Units of Study

This book encourages teachers to integrate literature and science. It is organized by grade levels: kindergarten through fifth grade. Each grade level is divided into thematic units: animals, plants, the human body, earth science, space, energy and motion, and ecology. Student objectives are given with brief descriptions and notations identifying the objectives they support. A group introductory activity and an extension activity follow the list of readings. A multitude of follow-up activities are included with each section. Some sections and easy extension activities. An annotated bibliography contains detailed descriptions of books, teacher guides, and Internet resources that relate to global change research. (JRH)

ED 396 947 SE 058 651

Remsberg, Judy; Buie, Wendy
Community College Successful Intervention Programs: ATOMS, RSI and Vocational Gender Equity.
PUB DATE- Jun 96
NOTE- 8p.; Paper presented at the WEPAN National Conference (Denver, CO, June 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; Demonstration Programs; *Engineering Education; Higher Education; Junior High Schools; *Mathematics Education; Middle Schools; *Science Education; *Technology Education

The Mission Statement of Thomas Nelson Community College contains the statement, "As a community-based institution, TNCC strives to be responsive to the educational and skill needs of area businesses, industries, and government agencies." This paper describes three programs initiated to support this aspect of the college mission. Adventures in Technology = Options in Math and Science and The Regional Summer Math and Science Institute promote science, math, engineering, and technology interest at the middle school level and target average achievers who frequently opt out of the higher levels of high school math and science courses. Vocational Gender Equity's initial goal was to establish and operate a regional vocational sex equity center on campus serving single parents and displaced homemakers to promote educational and career opportunities, and to inform all students of their rights to choices from the full career spectrum and to the best education possible. (MKR)

ED 396 948 SE 058 652

Raham, R. Gary
Explorations in Backyard Biology: Drawing on Nature in the Classroom, Grades 4-6.
PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Biological Sciences; Communication (Thought Transfer); Content Area Reading; *Ecology; *Freehand Drawing; Intermediate Grades; *Natural Sciences; Science Activities; Writing Skills

This book is designed to guide students grades 4-6 in exploring new worlds of adventure in the life sciences. Students read short features on creatures as near as their own backyards, are invited to expand their interest with classroom and field activities, and are shown how to use drawing and writing skills to record their experiences in a naturalist's notebook. Teachers are provided with material on each topic of discussion and are introduced to references that will help satisfy their own curiosity. The first chapter refers to some studies in split-brain research that show how our brains are organized for problem solving and demonstrates how drawing skills can be used

Education
This book contains science projects about seed plants that deal with plant physiology, plant ecology, and plant agriculture. Each of the projects includes a step-by-step experiment followed by suggestions for further investigations. Chapters include: (1) "Bean Seed Imbibition"; (2) "Germination Percentages of Different Types of Seeds"; (3) "Cotyledon Removal and Seedling Growth"; (4) "Determining the Best Sowing Depth"; (5) "Carbon Dioxide Production and Oxygen Consumption by Germinating Seeds"; (6) "Stomatal Density of Different Leaves"; (7) "Environmental Factors Affecting Transpiration"; (8) "Leaching from Potted Plants"; (9) "Acid Rain Injury to Plants"; (10) "Photosynthesis in Leaf Disks"; (11) "Starch Testing of Leaves"; (12) "Plant Carbon Dioxide Deficiency"; (13) "C-3, C-4, and CAM Photosynthesis"; (14) "Plant Growth in Various Potting Soils"; (15) "Fertilizer Cost and Plant Growth"; (16) "Soil pH and Plant Growth"; (17) "Plant Growth with Controlled-Release and Soluble Fertilizers"; (18) "Nutrient Solution Aeration and Plant Growth"; (19) "Plant Growth in Various Nutrient Solutions"; (20) "Plant Mineral Nutrient Deficiency Symptoms"; and (21) "Plant Changes in the Nutrient Solution pH." Appendices contain topics on plastic soda bottles, fluorescent light systems, hydroponic equipment and nutrient solutions, seedlings and rooted cuttings for hydroponics, suppliers, and projects to avoid. (JRH)

ED 396 970 SO 025 014

Benninga, Jacques S., Ed.
Moral, Character, and Civic Education in the Elementary School.
PUB DATE- 91
NOTE- 290p.; Foreword by Kevin Ryan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Civics; *Elementary Education; Elementary School Curriculum; Ethical Instruction; Law Related Education; Moral Issues; Moral Values; *Social Studies; Social Values; Special Needs Students
IDENTIFIERS- Peace Education
This collection of essays addresses the debate over moral education. The contributors deal with whether educators should influence children's value orientation through a direct program advocating restraint and higher moral standards, or whether educators should teach students to cope and adapt by providing a variety of alternatives from which the students themselves can choose. In "Part 1: Introduction," chapters include: "Moral and Character Education in the Elementary School: An Introduction" (Jacques S. Benninga); and "Doing Justice to Morality in Contemporary Values Education" (Larry P. Nucci). "Part 2: The Developmental or Indirect Approach to Moral Education" includes the following chapters: "Lawrence Kohlberg's Influence on Moral Education in Elementary Schools" (Robert W. Howard); "An Integrated Approach to Character Development in the Elementary School Classroom" (Thomas Lickona); "Democracy in the Elementary School: Learning by Doing" (Ethel Sadowsky); and "Development and Practice of Democracy in a K-8 School" (Robert J. Weintraub). "Part 3: The Character Education or Direct Approach to Moral Education" includes the following chapters: "Moral Literacy and the Formation of Character" (William J. Bennett); "Character and Academics in the Elementary School" (Edward A. Wynne); "Character Development in Small Rural Schools: Grades K-8" (JoAnne Martin-Reynolds, Bill J. Reynolds); and "Character

assistance to states and local school systems; (2) "Creating an Environment for Success in Education"; (3) "Implementing Goals for a New Era"; (4) "Supporting Education for Women and Girls" including research and dissemination, women's pursuit of higher education, and preparation for nontraditional careers; and (5) "Sharing Resources for Educating Women and Girls." (EH)

ED 396 993 SO 026 712

Results from the NAEP 1994 Geography Assessment--At a Glance.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Achievement; *Educational Assessment; Elementary Secondary Education; Evaluation; *Geography; Grade 4; Grade 8; Grade 12; Measurement; *National Surveys; Public Policy; Standards; *Student Evaluation; Testing; Tests
IDENTIFIERS- *National Assessment of Educational Progress

This brief report highlights the findings of the National Assessment of Educational Progress (NAEP) assessment of geography conducted with students in grades 4, 8, and 12 in 1994. Major findings include: (1) the average score of students in grade 4 was 206, 260 in grade 8, and 285 in grade 12 on a scale from 0 to 500 with achievement levels of Basic, Proficient, and Advanced; (2) at all grade levels, approximately 70 percent of students were able to reach the Basic level; and (3) the Proficient level was reached by 22 percent of fourth graders, 28 percent of eighth graders, and 27 percent of twelfth graders. On individual assessment tasks, students demonstrated a range of competencies, including using maps, illustrations, and interpretation of data. Major findings for student subgroups are analyzed, and contextual factors related to geography performance are discussed. (EH)

ED 396 994 SO 027 020

Puchalski, Shirley; Legowski, Margaret
Destination: Poland. Video Guide.
PUB DATE- 90
NOTE- 71p.; For related items, see ED 395 836, ED 391 748, ED 369 711, and ED 379 184. Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Culture; Elementary Secondary Education; European History; Foreign Countries; *Geographic Concepts; *Geography Instruction; *Global Education; Human Geography; Instructional Materials; Multicultural Education; *Physical Geography; Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Europe (East); Peace Corps; *Poland; World Wise Schools

This video guide was developed for teachers and students participating in the Peace Corps World Wise Schools program. The primary purpose of the study/video series is to enhance each class's correspondence with its Peace Corps Volunteer and help students gain a greater understanding of regions and cultures different from their own. The specific purpose of this collection; and (3) a post-observation data sharing and analysis conference. Each post-observation conference was audiotaped and studied by researchers as preparation for a research interview following each cycle. Results suggest that increasing confidence enables teachers to allow fellow teachers to observe them, while less confident teachers have a harder time entering into this trusting relationship. Recommendations include keeping summative evaluation and formative supervision processes distinct, encouraging teachers to select their own partners for collaboration, and pursuing further research on techniques for increasing teachers' confidence in their own abilities. (Contains 18 references.) (PB)

ED 397 011 SP 036 723

McEwan, Barbara
It Is As Much the How as the What: Examining My Own Practices for Teaching Classroom Management.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education; *Educational Technology; Electronic Mail; Elementary Secondary Education; Higher Education; Internet; Interpersonal Communication; *Preservice Teacher Education; *Reflective Teaching; Self Evaluation (Individuals); *Teacher Student Relationship; Telecommunications; *Videotape Recordings

This study explored the potential of videotape and E-mail technology for developing a course delivery system encouraging personal reflection on the topic of classroom management. Since the process of teaching preservice educators techniques for democratic classroom management depends on a wide array of factors pertaining to individual personality and teaching style, the author argues that such courses call for qualitatively different teaching methods. Several different approaches to having student teachers videotape themselves using democratic classroom management techniques in the classroom are discussed, including different formats for conferencing and evaluation. When it became evident that the students who demonstrated the greatest improvement in their ability to use these strategies were the ones who had chosen to communicate with their professor via the Internet, E-mail communication was added as a component of the research. The nature of student-professor E-mail discourse is discussed in detail, and while the process of continuing E-mail contact with students was found to be time consuming, numerous benefits for students and their instructor were noted. In addition, the emphasis on using technology for preservice education was found to have carried over to the classroom, establishing student teachers as "technology experts" within their schools. (PB)

ED 397 012 SP 036 724

Esser, Linda G.
Juggling Students, State and Teacher Beliefs: The Classroom Teacher and Education Reform.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

Effectiveness; Second Language Instruction; Spanish; *Student Attitudes; Surveys
IDENTIFIERS- *Europe (Central)

Students in two university classes (n=12, n=22) of Spanish as a second language were surveyed concerning the effectiveness of the communicative approach to second language learning, particularly in relation to class size. Written reports were elicited on this topic, and written reactions to nine in-class communicative activities were also collected. In the larger class, about two-thirds students considered their class as average in size, and a slightly smaller proportion also considered this size ideal for foreign language instruction. In the smaller class, 92 percent considered theirs a small class, while about half considered the ideal class size to be 15-20 students. The main reasons given for ideal class size preferences were individual attention given by the teacher and verbal interaction in small group work. The larger class was less convinced of the value of small group work. Both groups were divided concerning the effectiveness of in-class vs. out-of-class study strategies. These results are compared with the perceptions of teachers concerning ideal class size and instructional techniques for foreign language teaching and for English-as-a-Second-Language teaching, researched in two previous studies, and issues related to class size in second language teaching are discussed. Contains 35 references. (MSE)

ED 396 561 FL 023 923

Minami, Masahiko
Parental Styles in Eliciting Personal Narratives and Developing Narrative Skill.
PUB DATE- 5 Jan 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Linguistic Society of America (70th, San Diego, CA, January 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Language; Discourse Analysis; Foreign Nationals; *Interpersonal Communication; Japanese; Language Research; Mothers; *Parent Child Relationship; *Parent Influence; *Personal Narratives; Preschool Children; *Questioning Techniques; Skill Development; Story Telling

Two lines of research are synthesized in this study: (1) structural aspects of children's narrative discourse and (2) the role of maternal styles of talking with young children. Personal narratives of 20 Japanese preschool children, aged 4 and 5 years, and their mothers were analyzed for developmental differences in the 2 age groups. Then conversations between the same children and their mothers were analyzed for differences in narrative elicitation in the two age groups. Maternal statements about or requests for information about actions during narrative elicitation were found to be negatively associated with children's statements about actions in their monologic narrative productions. However, positive correlations were found in two domains: quantity and variety of words used by mother and child in the interaction, and duration of elicited and monologic narratives. It is concluded that how mothers interact verbally with their young children reflects the children's developing narrative skills. Contains 41 references. (MSE) and trends in Pennsylvania German. A chapter is devoted to explanation of the research methodology used in these analyses. Chapter 7 examines the effect of subculture variables (age/generation, social class, gender, rural/urban areas, date of interview) on language loyalty and maintenance, and includes statistical analyses. Chapter 8 contains a less quantitative, more impressionistic assessment of the language socialization process and the effects of cultural cross-pressures and attitudes on language use and maintenance. A concluding chapter discusses these findings, and implications for minority languages and language planning. Appended materials contain further notes on methodology and the geographic composition of native speaker samples. Contains substantial bibliography and an index. (MSE)

ED 396 581 FL 023 947

August, Diane; Pease-Alvarez, Lucinda
Attributes of Effective Programs and Classrooms Serving English Language Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Classroom Techniques; *Educational Change; Educational Improvement; Elementary Secondary Education; *English (Second Language); Instructional Effectiveness; Language Role; Models; Program Design; *Program Effectiveness; Second Language Instruction

The analysis presented here attempts to specify the various conditions, including school-wide and classroom practices, that maximize English language learners' opportunities to meet challenging outcome expectations, and synthesize them into a model for change at the levels of school and classroom. The attributes of effective programs identified here are based on theory, research, and experience, including a review of literature, case studies of exemplary teachers, and the knowledge of expert practitioners. Introductory sections give an overview of methodological and implementation issues and of a number of issues concerning language minority children: need for school change, second language learner characteristics, the place of native language use, equity, and systemic reform. The school change model is then outlined, specifying desired features of: (1) school-wide culture, policy, and practice (organization, home/school/community partnerships, curriculum design, student assessment, staff knowledge base and development, and program evaluation), and (2) classroom practice (creation of learning environment, instructional design and delivery, framework for instruction, opportunities for extended dialogue). These features are then discussed further, drawing on examples from current practice in exemplary schools. Contains a substantial bibliography. (MSE)

ED 396 582 FL 023 948

Nelson, Beryl
Learning English: How School Reform Fosters Language Acquisition and Development for Limited English Proficient Elementary School Students. Educational Practice Report 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Intermediate Grades; Junior High Schools; *Mentors; Middle Schools; *Peer Teaching; Teacher Student Relationship; Tutoring

This study examined the success and failure of mentoring programs based on interviews with representatives of 228 U.S. colleges. The types of mentoring programs identified are faculty to faculty, faculty to student, student to student, staff and administrators, alumni, and middle school. The study compiled the characteristics of program types (formal, semi-formal or informal), listed factors contributing to success, identified common reasons for failure, and assembled a list of considerations for those universities and community colleges contemplating the institution of such programs. The purposes of the programs are also considered. Recommendations for these programs, based on survey results, include funding considerations, developing contact and assessment guidelines, providing training for mentors, ensuring confidentiality, considering gender in matching participants, encouraging follow through by both parties, and including a risk free trial period. An appendix gives more detail on survey parameters. (JPB)

ED 396 600 HE 029 225

de Silva, K. M., Ed.; Peiris, G. H., Ed.
The University System of Sri Lanka. Vision and Reality. ICES Sri Lanka Studies Series.
SPONS. AGENCY- Leverhulme Trust, London (England).
PUB DATE- 95
NOTE- 298p.; Financial support was also provided by the Friedrich Ebert Stiftung, Columbo, Sri Lanka.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Collected Works - General (020)
DESCRIPTORS- Agriculture; College Role; Dental Schools; Developing Nations; *Educational Administration; *Educational Background; *Educational Development; Educational Environment; *Educational History; Educational Planning; Engineering Education; Fine Arts; Foreign Countries; *Governance; Higher Education; Institutional Research; Legal Education (Professions); Literature; Medical Education; School Administration; Sciences; Theater Arts; Universities; Veterinary Medicine
IDENTIFIERS- Sri Lanka; *University of Peradeniya (Sri Lanka)

This book reviews the history of university education in Sri Lanka, paying special attention to the University of Peradeniya, originally the University of Ceylon. The book focuses on how an institution of higher learning, modeled initially on the older universities of Britain, has been influenced by the challenges and constraints of continuing resource scarcity, rapid social change, political instability and weaknesses of governance in an ex-colonial third world setting. Written at a time when the university was celebrating its 15th anniversary, the book also serves as an appraisal of the achievements and failures of the university, and of its contribution to the public life of Sri Lanka. The first five chapters provide a critical review of the evolution of university education in Sri Lanka, are by K. M. de Silva and are titled: "The Early Years and the University College"; "The Creation of the University of Ceylon"; "The University of Ceylon: 1955-78"; "The University of Peradeniya, 1978-87: A Decade of Mixed Fortunes"; "The University of Peradeniya, 1987-94: From Deep Crisis to Modest Recovery." The next eight chapters examine specific fields at Peradeniya: "Agriculture level, whereas multiculturalism involves infusion of multiethnic themes into the curriculum across departments. The book is organized into three parts. Part 1, an overview, introduces multiculturalism and education by reviewing developments prior to 1960 and then examines the terms "ethnicity," "race," and "social class" as social science concepts. Part 2 looks at contemporary multicultural education and ethnic studies noting different meanings of multiculturalism and the lack of interaction between multiculturalism and international area studies. The development of ethnic studies since 1960 is reviewed and efforts to secure greater academic legitimacy while maintaining the activism which accounted for a discipline's origins are discussed. Part 3 considers both the constraints and the potential strategies for furthering ethnic and multicultural studies. It finds that the social and political landscape today is filled with increased intergroup competition and conflict. It argues for exploring the melding of ethnic and multicultural studies through such strategies as focusing resources on common conceptual frameworks, concentrating on themes which cut across groups, and taking a holistic approach to ethnic studies. (Contains approximately 170 references.) (DB)

ED 396 619 HE 029 248

Hamilton, Karen S.
Acceptance of New and Junior Faculty into Four-Year Institutions of Higher Education: An Annotated Bibliography.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Beginning Teachers; Career Development; *College Faculty; *Faculty Development; Higher Education; Individual Development; Nontenured Faculty; Quality of Working Life; Stress Variables

This annotated bibliography offers summaries and evaluations of 23 research reports originally published from 1968 through 1995 concerning the status, acceptance, and professional development of new and junior faculty at institutions of higher education. Studies report on the sources of stress faced by new faculty, sources of aid, and programs which have been shown to improve professional and personal well-being of new and junior faculty. Overall analysis finds that new faculty members experience significant job-related stress; they often suffer from low self-esteem about their teaching and writing, and experience loneliness and limited collegial support. Institutional commitments and support from the top down are encouraged to help new faculty adjust and be successful. (DB)

ED 396 620 HE 029 249

Blanchette, Cornelia M.
Higher Education: Ensuring Quality Education from Proprietary Institutions. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Reform and Oversight, House of Representatives.
PUB DATE- Jun 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Federal Aid; Federal

undergraduate students on all five subscales, with the greatest difference found on the scale of metacognition. These findings were also examined in relation to student grade point average. The instrument was found to be reliable overall, with one scale found unreliable. The second study investigated whether these results would persist on a revised version of the inventory, and whether degree completion served as an appropriate alternative to grade point average as a criterion variable. Subjects were 219 undergraduate and 62 graduate students in education. Results indicated a significant correlation between inventory scale scores and degree completion. In addition, graduate students scored higher on the inventory than students in this case, and suggested that metacognition was more necessary for success for graduate students than for undergraduates, and that motivation is an important element of success on both levels. (Contains 13 references.) (MSE)

ED 396 639 HE 029 269

"Looking Back, Looking Forward, and Pulling It Together: A Celebration of Teaching Excellence in the Minnesota State Universities." Proceedings of the Bush Foundation Undergraduate Teaching Conference (Brooklyn Park, Minnesota, April 27-28, 1995).
PUB DATE- May 96
NOTE- 72p.; Foreword by Michael Field.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; *College Curriculum; *College Instruction; Critical Thinking; *Cross Cultural Studies; *Cultural Pluralism; Educational Attitudes; Educational Change; Educational Quality; Educational Trends; Excellence in Education; General Education; Higher Education; Role of Education; Social Sciences; State Universities; Student Attitudes
IDENTIFIERS- Diversity Concept; *Minnesota

This conference proceedings consists of three keynote addresses and four representative papers. Keynote addresses include: "Impediments to Critical Thinking: Cultural Forces and Our Own 'Stuckness'" by Chet Meyers (which identifies social and cultural elements which make educational change difficult but critically important); "Cultural Diversity in Teaching, Learning, and the Curriculum" by Maudie Williams (which addresses multicultural issues in the curriculum and educational community); and "The Perpetual Dilemmas of General Education" by Michael Field (which discusses ongoing reports critical of the state of education and the author's involvement in one such project). Additional papers included as representative of workshop sessions are: "Teaching White Students About American Indian Nations Through Direct and Indirect Intercultural Learning Opportunities" (Laurinda Porter); "Critical Thinking: An American Indian Teaching Model for Cooperative Learning" (Sheryl Dowlin); "Workshop in Global Social Science" (Thomas O'Toole); and "Students' Perceptions of General Education Courses: Giving Students a Voice" (Angie B. Bomier, Jeffrey Pribyl). (Some papers contain references.) (MSE)

ED 396 640 HE 029 270

Bedard, Denis; And Others
Evolution of Students' Reasoning Skills on a Two Year Basis in a PBL Curriculum in Medicine.
PUB DATE- Apr 96

gives guidelines for appeals of high default rates based on allegations of improper loan servicing and collection. Sections 7 and 8 are on requesting back-up data and using the back-up data in the appeal process. Section 9 lists contacts at the Department of Education regarding default rate issues. (DB)

ED 396 658 HE 029 299

Direct Loan Training Trainee Guide.
PUB DATE- Jan 94
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Audits (Verification); *Educational Finance; Eligibility; Enrollment; *Federal Aid; Financial Aid Applicants; Higher Education; Interviews; Loan Repayment; *Quality Control; *Recordkeeping; Records (Forms); Records Management; School Role; *Student Financial Aid; *Student Loan Programs; Student Records; Worksheets
IDENTIFIERS- *Direct Lending

This training guide describes the provisions of the Federal Direct Student Loan Program, identifies the functions of the different partners in the program, and explains the responsibilities of participating schools. Topics covered include an overview of the participants and the program's operation; determining of eligibility and loan amount; creating loan origination records; obtaining promissory notes with disclosure information; conveying of records and notes; requesting and receiving funds (for originating schools and for schools using alternate originator services); disbursing funds; disbursing reports; reconciling funds and loan records; conducting entrance/exit loan interviews; certifying borrower's enrollment status; special considerations for the Federal Direct Plus Loan Program; loan servicing and collection; implementing a direct loan quality assurance system; focusing on quality in the financial aid office; and using the Direct Loan software. Numerous forms required to fulfill these responsibilities are included. (CK)

ED 396 659 HE 029 300

Boyer, Ernest L.; Mitgang, Lee D.
Building Community: A New Future for Architecture Education and Practice. A Special Report.
PUB DATE- 96
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Architectural Education; Budgeting; Change Strategies; College Faculty; College Students; *Curriculum Design; *Educational Change; *Educational Environment; Educational Objectives; Graduate Surveys; Higher Education; Models; Problem Solving; Professional Education; Student Attitudes; Student Surveys; *Teacher Qualifications

This report examines the problems and possibilities of architecture education as it has evolved in the United States and proposes a new framework for renewing architecture education and practice. In order to assess the need for reform presented. The presentation offers hands-on activities related to forest ecology, such as virtual nature walks. Children participating in the study (n=95) displayed ability to use the technology, a high degree of affect to full-motion video, and mixed reactions to audio. They collaborated well without teacher assistance, but had trouble performing some individual tasks, possibly due to design flaws. Also, the children had a tendency to invent their own "mission," which suggests that there is a need to periodically reinforce the actual mission while they are using it to keep them on task. Changes that might improve the interface are proposed. (BEW)

ED 396 680 IR 017 856

Holt, Richard C.
Object-Oriented Programming in High Schools the Turing Way.
PUB DATE- 94
NOTE- 9p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Educational Objectives; Foreign Countries; High Schools; Instructional Materials; *Learning Modules; Programming; *Programming Languages
IDENTIFIERS- *Object Oriented Programming

This paper proposes an approach to introducing object-oriented concepts to high school computer science students using the Object-Oriented Turing (OOT) language. Students can learn about basic object-oriented (OO) principles such as classes and inheritance by using and expanding a collection of classes that draw pictures like circles and happy faces. Materials are outlined for a two-week teaching unit which support this approach. The units cover: (1) three foundational OO concepts: objects, classes and inheritance; (2) diagrams and relations; (3) software development environments; (4) the OOT language and environment; (5) OOT in an undergraduate curriculum; and (6) OOT at the high school level. (Contains 17 references.) (Author/BEW)

ED 396 681 IR 017 857

Wolz, Ursula; Conjura, Edward
Abstraction to Implementation: A Two Stage Introduction to Computer Science.
PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Course Content; *Curriculum Development; Higher Education; Instructional Effectiveness; *Programming; *Theory Practice Relationship; Undergraduate Students

A three-semester core curriculum for undergraduate computer approximately 1200 titles of publications prepared by the ERIC Clearinghouses and currently available in original copies from them. It is the equivalent of a "Books-in-Print" for the ERIC Clearinghouses. The titles listed range across the past several years. Titles are arranged by clearinghouse and within clearinghouse by type of publication, e.g., digests, trends and issues papers, directories, parent brochures, Q&A's, books, literature reviews, etc. Each entry provides only title, order number, and price. A comprehensive subject index provides access to the titles by subject (ERIC Descriptor). This catalog is to be distinguished from the annual "ERIC Clearinghouse Publications" which lists only the ERIC Clearinghouse publications announced in "Resources in Education (RIE)" during the year just past. (AA)

ED 396 702   IR 017 911

Burden, Mitzi K.
Using a Computer-based Messaging System at a High School To Increase School/Home Communication.
PUB DATE- 95
NOTE- 121p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Computer Mediated Communication; Computer Uses in Education; Educational Technology; High Schools; Parent Participation; *Parent Teacher Cooperation; Student Participation; Surveys; Teacher Participation; *Telephone Communications Systems
IDENTIFIERS- South Carolina

Minimal communication between school and home was found to contribute to low performance by students at McDuffie High School (South Carolina). This report describes the experience of establishing a computer-based telephone messaging system in the high school and involving parents, teachers, and students in its use. Additional strategies employed to increase communication were: parent training; creation of a parent center in the school; teacher training; and increased school, home, and community interaction. Survey results at the end of nine weeks of system use indicated a positive increase in school/home communication and in provision of classroom information by teachers, although only one of six expected outcomes was achieved. Conventional surveys were subsequently used during the nine-month practicum period to assess teacher and student use of the messaging system. Electronic surveys assessed parent and community satisfaction with messaging systems as information sources. Appended are a caller directory/guide; survey forms for assessing system use by parents, students, and teachers; and scripts for conducting electronic surveys. (Author)

ED 396 703   IR 017 912

Bauer, David G.; And Others
Educator's Internet Funding Guide: Classroom Connect's Reference Guide to Technology Funding.
PUB DATE- 96
NOTE- 433p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

ED 396 720 IR 017 933

Armstrong, Laurie
Report on the Teaching and Learning on the Internet Projects--RMIT TAFE.
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Software Development; Costs; Courseware; Distance Education; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Internet; *Learning Modules; Local Government; Nontraditional Education; Program Development; Program Implementation; Teacher Role; Training Methods
IDENTIFIERS- Australia (Victoria)

This paper reports on the initial stages of developing training modules for study by students on the Internet in a course on local government. These training modules and their development are part of the "Teaching and Learning on the Internet Project" at the Royal Melbourne Institute of Technology (RMIT) (Australia). Some of the advantages of this type of training over traditional off-campus distance education are discussed along with its limitations. Preliminary issues in setting up training courses on the Internet are discussed, including costs and funding, teacher involvement in decision making, and designs that maximize ease of use and student interest. The elements of a successful approach to the delivery of online training are also summarized. (Author/AEF)

ED 396 721 IR 017 934

Atkinson, Roger; Rehn, Geoff
A Dissemination Strategy for Student Adoption of Internet Services.
PUB DATE- 96
NOTE- 9p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931. Contains illustrations which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Assisted Instruction; *Computer Mediated Communication; *Computer System Design; Costs; Educational Development; Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Dissemination; *Information Services; Internet; Strategic Planning; Student Interests; Telecommunications; World Wide Web
IDENTIFIERS- Access to Services; Computer Services; Computer Users; *Murdoch University (Australia); User Fees; User Groups; User Training

Adoption of new educational technologies usually requires a dissemination strategy as an explicit element in the design of delivering educational programs to students in remote areas in Australia. The medium uses television to deliver a live one-way video signal and standard telephony to provide two-way audio communication between the instructor and students. Much of the potential of this medium is derived from the interactivity between the instructor and students that is supports. Because all interactions are ultimately student-initiated, the medium has a number of unique and characteristic features. This paper describes a study that investigated LIT teaching strategies to determine the ways instructors used the interactive capabilities of the technology in their lesson delivery. The study identified the form, nature, and purpose of interactions employed by instructors and students, the level of student response, and the impact and role of these interactions on lesson development and delivery, through a detailed analysis of transcripts from videotapes of five local LIT teaching programs, including school, vocational, and university-delivered LIT. Transcript analysis revealed that interactions tended to fall into the following types: social, procedural, expository, explanatory, and cognitive. Results of the study found that instructors tend to use the interactive elements more to create a supportive and stimulating learning environment than for instructional support. The most frequently employed forms of instructor-student dialogue were of an informative and discursive nature, with either party providing information in relatively short exchanges. There may be possible shortcomings in current instructional design for LIT, as most instructors make only limited use of the interactive capabilities. There appears to be considerable potential to extend learning outcomes. Future research will investigate strategies for teaching with LIT to increase the level of cognitive interactions while maintaining an environment that is supportive and stimulating for all participants. (Contains 24 references.) (Author/SWC)

ED 396 739 IR 017 952

Orr, Michael; Fankhauser, Rae
Approaches to Research in a Digital Environment--Who Are the New Researchers?
PUB DATE- 96
NOTE- 8p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Electronic Mail; Elementary Secondary Education; Foreign Countries; *Information Literacy; *Information Management; Information Retrieval; Information Skills; *Information Technology; Multimedia Materials; *Research Methodology; *Research Skills; Users (Information)
IDENTIFIERS- Australia; Digital Technology; Information Age

The research process has been a constant feature of the curriculum in primary and secondary schools for many years. The purpose of this process has traditionally been to develop student research skills and to enhance their knowledge within a particular area. The Information Process diagram, developed by the Australian School Library Association in conjunction with the Curriculum Corporation, places the research process within the context of generic learning skills. The advent of the digital information era has challenged and changed many of the

Lippincott, Kate, Comp.; And Others
25 Years of Outreach: A Bibliographic Timeline of the American Library Association, Office for Literacy and Outreach Services.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bibliographies; Disadvantaged; *History; Individual Needs; Information Dissemination; *Library Development; Library Extension; Library Funding; Library Personnel; *Library Services; *Outreach Programs; User Needs (Information)
IDENTIFIERS- *American Library Association

This document presents a "bibliographic timeline" spanning 25 years of the American Library Association (ALA), Office for Literacy and Outreach Services (OLOS). For each year (1968-1996), one or more major activities, resolutions/ALA proceedings, and/or publications involving library service to the disadvantaged are identified. Highlights include historic developments in literacy programs; funding; policy; training; collections; information dissemination; publications; and personnel. A list of the OLOS Committee Chairs (1970-1996) and OLOS Committee and Subcommittee members (1970-1996) are provided. (AEF)

ED 396 756 IR 055 927

Butler, John T., Comp.
Minnesota Off-Campus Library Services Directory. 1995-96.
PUB DATE- Apr 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Colleges; *Distance Education; Higher Education; Information Sources; *Library Services; *Library Surveys; *Universities
IDENTIFIERS- *Minnesota; *University of Minnesota Twin Cities

In 1995, the University of Minnesota-Twin Cities administered a survey of Minnesota institutions of higher education to collect information for the creation of this state-wide directory on library services that support off-campus academic programs. The purpose of the directory is to help libraries make well-informed referrals that connect off-campus students with appropriate sources or channels of library support. The directory also includes brief information on each institution's off-campus academic programs. For each college or university, institutional information and information on library services to off-campus users are provided. For institutions that provide library services to off-campus users, additional information is included on reference and information services; collection access and document delivery; information access; and administration. A summary of survey findings which focuses on off-campus enrollments, library services, and administration is also provided. Appendices include: institutions not offering off-campus courses; institutions not participating in the survey; number of off-campus courses offered by institution; institutions enrolling over 500 off-campus students annually; a map of Minnesota post-secondary institutions and libraries; vision statements for extended campus library services; and the survey questionnaire. (AEF) development of a general education core curriculum, and image enhancement. Appendixes, comprising half the report, provide a state policy statement on area colleges and schools, a list of source documents, descriptions of state board and directors' responsibilities toward area schools, information on the establishment of the state Division of Community Colleges, a history of area community colleges, and a map of colleges. (KP)

ED 396 775 JC 940 289

Community College Financial Report. Revised.
PUB DATE- 26 Jan 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Educational Trends; *Expenditures; *Operating Expenses; Salaries; State Surveys; Tuition; Two Year Colleges
IDENTIFIERS- *Iowa Community College System

This report provides historical data on revenue and expenditures for the 15 community colleges in Iowa, focusing on fiscal years (FYs) 1993 and 1994. Following a brief introduction, the first section provides tables for individual colleges comparing revenue sources and expenditures by function as approved by the state Board of Education to revenues and expenditures in the colleges' actual working budgets for FY 1992, FY 1993, and FY 1994. This section indicates that 5 of the 15 colleges exceeded their budgets for FY 1992, while 8 did so in FY 1993. The second section describes changes in revenue and expenditures from FY 1993 to FY 1994, indicating that revenue increased by only 4.31%, while expenditures increased by 6.51%. The third section provides tables showing increases or reductions in the colleges' working budgets from FY 1993 to FY 1994, focusing on tuition and fees, local support, and state general aid as percentages of total revenues, as well as salary increases as a percent of total expenditures. This section also presents graphs showing trends in revenues and expenditures from 1983 to 1993, focusing on total revenue, tuition support, property tax support, state aid, total expenditures, and support from fees, as well as amounts for these variables per full-time equivalent enrollee for the same period. The final section provides a summary of trends. A list of college presidents and business managers and a glossary of terms are appended. (KP)

ED 396 776 JC 960 386

Entin, David
Report of the Mathematics Task Force.
PUB DATE- May 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Instruction; Community Colleges; Departments; *Mathematics Curriculum; *Mathematics Instruction; Program Effectiveness; Program Improvement; Self Evaluation (Groups); Student Attitudes; Student Reaction; Teacher Attitudes; Teaching Methods; Two Year Colleges
IDENTIFIERS- *City University of New York NYC Technical Coll

In April 1994, New York City Technical College established the

PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; College Planning; *College Role; *Community Colleges; Community Education; Educational Needs; *Institutional Mission; Labor Force Development; *School Business Relationship; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Customized Training

As the "middle child" between universities and K-12 schools, community colleges have often sought to carve out their own niche by embracing programs rejected by other institutions, such as non-collegiate training for business and industry. There has been growing concern, however, over the colleges' shift from a mission that balances access to baccalaureate study and skilled semi-professional education to one that increasingly emphasizes vocational and business education. The community college mission has historically included a focus on transfer, general education, workforce training, remedial education, and community services, but as leadership and legislation continue to promote the vocational aspect, especially consulting-based activity, the access and transfer mission may well be diminished. The colleges must be able to respond to diverse learning and career goals of their students and respond to the specific needs of their communities. While business training can and does meet the service aspect of the colleges, it should be recognized that these programs are not collegiate and will not fit into the educational goals of students attending to attain a degree. The number of liberal arts students enrolled in community colleges is an indication that students still appear to be seeking access to baccalaureate degrees. Community colleges may therefore benefit themselves by reconfirming their comprehensive mission, emphasizing collegiate access and transfer functions, and keeping workforce specific programming within a careful balance. Contains 47 references. (TGI)

ED 396 794 JC 960 421

State Policy on Associate Degree Programs Offered at Public Institutions.
PUB DATE- 14 Jun 96
NOTE- 8p.; Prepared as Decision Item A for a meeting of the Indiana Commission for Higher Education (Indianapolis, IN, June 14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; Community Colleges; *Degree Requirements; *Degrees (Academic); Educational Cooperation; *Educational Policy; State Programs; State Regulation; *State Standards; Transfer Programs; Two Year Colleges
IDENTIFIERS- *Indiana

In response to a perceived need to increase the number of students completing associate degree programs and enhance the offering of associate degree programs, the Indiana Commission for Higher Education developed a policy on associate degree programs offered at public institutions. Specifically, the policy is designed to clarify degree designations and content, facilitate transfer credit so that as many students as possible

Budgeting; Certification; Child Rearing; *Churches; *Church Programs; *Day Care; *Day Care Centers; Early Childhood Education; Family Day Care; Intergenerational Programs; Marketing; Needs Assessment; Organizations (Groups); Program Development; Program Implementation; Religious Organizations; Resources; School Age Day Care; *Young Children
IDENTIFIERS- *Church Based Child Care; Day Care Licensing; North Carolina; Special Needs Children

This guidebook presents information for use by religious leaders to plan and implement financially sound, high quality child care programs. A foreword describes child care provision as a ministry within the mainstream of congregational activity. Chapter 1, "Assessing the Need," provides a statewide overview of the need for child care services in North Carolina, includes a sample survey to identify needs in an individual congregation, and describes procedures to examine needs in the larger community and to existing services. Chapter 2, "Child Care Options for Churches," describes various program models, including church operated, sponsored, or housed preschool child care centers; after-school programs; intergenerational programs; special needs programs; family day care networks; and publicly subsidized programs. Chapter 3, "Planning a Child Care Center at Your Church," considers the role of a planning committee, the development of program goals, necessary administrative decisions, state and local governmental requirements, and gives an overview of state licensing requirements. Copies of state evaluation forms for fire safety, sanitation standards, and building inspection are included. Chapter 4, "Developing a Business Plan," examines budgeting and marketing issues and includes worksheets to facilitate planning. Chapter 5, "Resources," presents resources for financial assistance, technical assistance, and information and counseling, including: (1) financial institutions; (2) government agencies; (3) philanthropic organizations; (4) educational organizations; and (5) non-profit organizations. (KDFB)

ED 396 812 PS 023 687

Galinsky, Ellen
Work and Family: 1992. Status Report and Outlook.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Day Care; Early Childhood Education; *Employed Parents; *Employer Supported Day Care; Family Life; *Family Work Relationship; Institutional Environment; Parent Role; Program Implementation; Social Structure; Work Attitudes; Working Hours

Many parents are currently struggling to balance job and family responsibilities. Such attempts bring about changes in work and individual attitudes. This report presents the status of work and family in 1992, as well as the nature and direction of workplace changes to accommodate families. The report indicates that large United States companies have begun meeting the work-family needs of employed women and men, though most in piecemeal fashion. The report analyzes the status of the development of work-family initiative programs and identifies the steps needed and criteria for maintaining and improving such programs. The paper discusses different approaches to offering such programs, time and leave flexibility, costs of and "Hang Man." Also included are playful inventions which emphasize individual challenge, along with group activity, cooperation, and caring. The book's introduction recommends the use of ground rules, pre-game presentation and polling, guidelines for choosing teams and sides, observation and involvement during play, and post-game discussion to enhance cognitive and interactive skills. Eleven different kinds of games are then presented: (1) action games; (2) ball games; (3) brain games; (4) communication games; (5) cooperative games; (6) get-acquainted games; (7) imagination games; (8) number games; (9) sidewalk games; (10) tag games; and (11) word games. The listing for each game identifies an objective and provides suggestions on the number of players, the appropriate age range, materials and setting required for the game, and step-by-step instructions. (MOK)

ED 396 831 PS 024 305

Giving Hope and Support to America's Children: Handbook on Child Support Enforcement.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Custody; *Child Support; *Child Welfare; Court Litigation; Divorce; Early Parenthood; Fathers; *Financial Support; One Parent Family; Parent Role; Well Being
IDENTIFIERS- *Child Support Enforcement Program; *Paternity Establishment

This handbook is a "how-to" guide to help parents get the child support payments their children need and deserve. The handbook is written in a question and answer format. Chapter 1 provides information on child support enforcement problems, how parents can get help, and the basic fees and steps in getting child support. Chapter 2 presents information on finding the noncustodial parent. Chapter 3 deals with establishing paternity, and includes discussion of the benefits of establishing paternity, and the problems associated with the father being in military or high school. Chapter 4 discusses the obligations related to establishing the support order. Detailed information is given on situations such as divorce, joint custody agreement, remarriage, parent in jail, and financial difficulties. Chapter 5 deals with enforcing the support order, including a discussion of child support problems raised by different kinds of financial situations. Chapter 6 discusses the difficulties faced by custodial parents who live in a different state from the parent who is obligated to pay child support. A glossary of child support enforcement terms, a list of state child support enforcement offices, and a list of regional offices of child support enforcement are appended. (MOK)

ED 396 832 PS 024 307

Herscovitch, Nella
Parenting: A Social Perspective. Instructional Plan.
PUB DATE- 16 Apr 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 396 851 PS 024 385

Arulraj, M. R.; Samuel, S. Raja
Balancing Multiple Roles: Child Care Strategies of Women Working in the Unorganised Sector in Tamil Nadu. Research Report No. 1.
PUB DATE- Dec 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Breastfeeding; Caregiver Role; Child Development; Childhood Needs; *Employed Women; Foreign Countries; *Mothers; *Parent Role; Policy Formation; Role; *Sibling Relationship
IDENTIFIERS- *Child Care Needs; India (Tamil Nadu)

Based on the fact that many women in the Tamil Nadu state of India were performing triple roles as mother, worker, and homemaker, this descriptive study attempted to provide information which would portray the real situation about the child care needs and strategies of women working in the state's unorganized sector. The objectives of the study were to examine: (1) the working condition of women in various occupations that have a bearing on child care; (2) problems in child care; (3) how working mothers cope with child care; (4) the outcome of the responsibility for child care placed on siblings; (5) the factors related to breastfeeding practices; (6) the pattern of utilization of available child care facilities by working mothers; and (7) the opinions of working mothers regarding the quality of child care provided by the government and voluntary organizations. Interviews were conducted with 1,000 mothers from Tamil Nadu who engage in different occupations. Detailed statistical analyses of results were presented in the areas of time factors, distance factors, income factors, and child care strategies. The results indicated that there was a gap between needs and services, and that the quality of services was generally poor. Results suggest that fundamental changes in attitudes are needed among employers, policy makers, and the public. Contains a list of readings and an appendix charting the care of children of working mothers in this state. (MOK)

ED 396 852 PS 024 386

Bassler, Elissa J.; And Others
Thriving Children, Striving Families: A Blueprint for Streamlined Delivery of Child Day Care Collaboration Plan.
PUB DATE- Jan 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Child Caregivers; Child Rearing; Cooperation; Coordination; *Day Care; Early Childhood Education; *Educational Quality; Eligibility; Low Income; *Planning; Poverty; *Welfare Services; Young Children
IDENTIFIERS- Access to Services; Child Care Costs; Day Care Action Council IL; Illinois; *Service Delivery Assessment

Upcoming federal and state changes in welfare and social services will have a profound effect on the delivery of early childhood care and education in Illinois. In October, 1995, the Day Care Action Council of Illinois convened a meeting of early childhood experts and advocates. From this retreat, a vision for a new system of the delivery of child care emerged. This

PUB DATE- 93
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Community Change; *Community Characteristics; Community Study; Cubans; Cultural Influences; Demography; *Economic Factors; Educational Attainment; Family Characteristics; *Hispanic Americans; Immigrants; Immigration; Mexican Americans; *Poverty; Poverty Areas; Puerto Ricans; Social Problems; *Urban Areas
IDENTIFIERS- Latinos; *Underclass

This book includes nine articles that broaden current debates on the American urban "underclass" by assessing the circumstances of inner-city Latino communities. An introduction provides background information on the U.S. Latino population and addresses factors related to urban poverty and to the "underclass" debate, including economic restructuring, immigration, concentration effects, and the role of the State. First coined to describe persistent, concentrated poverty in Chicago's Black neighborhoods, William Julius Wilson used the term "underclass" to refer to the new face of poverty, and traced its origins to economic restructuring. Articles in this book challenge stereotypes about the nature of poverty and address the complexity of cultural, demographic, and historical forces that have shaped poor Latino communities in New York, Los Angeles, Miami, Houston, Chicago, Albuquerque, Laredo, and Tucson. Studies of Latino neighborhoods in these cities focus on income, employment, housing, education, crime, household structure, family resources, ethnic relations, and sense of community. Chapters are: (1) "Puerto Ricans in Sunset Park, Brooklyn: Poverty Amidst Ethnic and Economic Diversity" (Mercer L. Sullivan); (2) "Barrios in Transition" (Joan Moore, James Diego Vigil); (3) "Central Americans in Los Angeles: An Immigrant Community in Transition" (Norma Chinchilla, Nora Hamilton, James Loucky); (4) "Cubans in Miami" (Alex Stepick III, Guillermo Grenier); (5) "Economic Restructuring and Latino Growth in Houston" (Nestor P. Rodriguez); (6) "The Quest for Community: Puerto Ricans in Chicago" (Felix M. Padilla); (7) "Historical Poverty, Restructuring Effects, and Integrative Ties: Mexican American Neighborhoods in a Peripheral Sunbelt Economy" (Phillip B. Gonzales); (8) "Persistent Poverty, Crime, and Drugs: U.S.-Mexican Border Region" (Avelardo Valdez); and (9) "U.S. Mexicans in the Borderlands: Being Poor Without the Underclass" (Carlos Velez-Ibanez). Includes a bibliography with over 300 citations and an index. (LP)

ED 396 870 RC 020 503

Kellogg, Don
Getting Rural Teachers On-Line with SLIP.
PUB DATE- Mar 96
NOTE- 5p.; Paper presented at the University of Texas at Austin International Conference on Technology and Education (13th, New Orleans, LA, March 17-20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Computer Literacy; Electronic Mail; Elementary Secondary Education; Higher Education; Information Technology; *Inservice Teacher

schools, and describing how resources were shared across schools. Preliminary results from case studies indicate that: (1) all schools were successful in designing locally meaningful and sustainable projects; (2) schools that joined clusters later built on the experiences of earlier schools; (3) projects had a broader than expected impact on schools; (4) clusters increased resource sharing across each region; (5) the character of schools selected for the cluster created a learning environment for individual teachers and schools; and (6) measurable outcomes and long-range planning were often barriers to project implementation. (Contains 10 references). (SV)

ED 396 886 RC 020 637

Shoho, Alan R.; Petrisky, Irene T.
The Rural School Environment and Its Effect on Adolescent Alienation.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Blacks; Educational Environment; *Elementary School Students; Hispanic Americans; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; *Rural Schools; *Student Alienation; Student Participation; Whites
IDENTIFIERS- *Middle School Students

A number of studies have suggested that school environment and organizational structure contribute to adolescent alienation, but few have analyzed alienation in a specific geographic context. This paper examines adolescent alienation in a rural school context. Dean (1961) defined alienation as an affective construct consisting of isolation (loneliness), normlessness (value system inconsistent with school norms), and powerlessness to influence one's choices. The Dean Alienation Scale was administered to 361 sixth- and eighth-graders in 3 rural elementary and middle schools in south central Texas. There were no significant differences in alienation between sixth- and eighth-graders. However, middle adolescents (students aged 15 and over) felt significantly more normless and powerless than early adolescents. Students who participated in extracurricular activities were less normless than nonparticipants; among participants, athletes felt more normless than students in academic or performing arts activities. Males felt more normless and powerless than females. Hispanics felt less isolated than Caucasians, but Caucasians felt less normless than African Americans and Hispanics. Results are discussed with regard to adolescent identity development and recommended school strategies to increase student participation and feelings of belonging. (SV)

ED 396 887 RC 020 638

McClelland, Jerry
Knowing and Being Known: Parents' Experiences with Rural Schools.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English

the subject areas of reading, mathematics, science, and writing. The sample involved more than 146,000 public- and private-school students who were 9-, 13-, or 17-years old or in grades 4, 8, 11, or 12. The purpose of the report is to provide details on the instrument development, sample design, data collection, and data analysis procedures of the 1990 assessment. An additional sample of approximately 100,000 eighth-grade public-school students in 40 states and territories was assessed in mathematics as part of the 1990 Trial State Assessment. Part I, "The Design and Implementation of the 1990 NAEP" includes the following chapters: (1) "Overview of Part I: The Design and Implementation of the 1990 NAEP"; (2) "Developing the NAEP Objectives, Items, and Background Questions for the 1990 Assessments of Reading, Mathematics, and science"; (3) "Sample Design"; (4) "Assessment Instruments"; (5) "Field Operations and Data Collection"; (6) "Processing of Materials and Data"; (7) "Professional Scoring"; and (8) "Database Creation, Quality Control of Data Entry, and Database Products." Part II, "The Analysis of the 1990 NAEP Data" includes: "Overview of Part II: The Analysis of 1990 NAEP Data"; (10) "Weighting Procedures and Estimation of Sampling Variance"; (11) "Scaling Procedures"; (12) "Data Analysis for the Reading Assessment"; (13) "Data Analysis for the Mathematics Assessment"; (14) Data Analysis for the Science Assessment"; and (15) "Data Analysis for the Writing Assessment." Part III, "Statistical Summary of 1990 NAEP Data" includes: (16) "Statistical Summary of 1990 NAEP Data and Estimates of the Proficiencies of American Students." Eight appendixes provide additional information. Contains a glossary, 86 references cited in text, and an index. (ZWH)

ED 396 904 SE 055 798

Pintozzi, Chestalene; Jones, Douglas E.
Global Climate Change Pathfinder: A Guide to Information Resources. Second Edition.
PUB DATE- Sep 92
NOTE- 21p.; For related documents, see SE 055 797 and SE 055 801.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; Air Pollution; *Bibliographies; Climate; *Climate Change; Elementary Secondary Education; Energy; Environmental Education; Global Warming; Greenhouse Effect; Information Sources; Policy; *Reference Materials; Scientific Research

This pathfinder is a guide to scientific and technical aspects of global climate change including meteorological and climatological aspects; biological, agricultural, and public policy implications; and the chemical processes involved. Sources are arranged by type of publication and include: (1) 10 reference sources; (2) 12 bibliographies; (3) 44 books; (4) 18 indexes and abstracts; (5) 17 journals; (6) 59 selected articles; (7) 17 conferences, seminars, symposia, and workshops; and (8) 24 government publications. Some sections include selected bibliographies with emphasis on recent publications. (LZ)

ED 396 905 SE 055 801

Wright, Janet, Comp.
Directory of Organizations Concerned with Global Climate Change. Second Edition.
PUB DATE- Sep 92

contain lists of activities for individual students or small groups to implement as independent projects. Teachers are also encouraged to review the activities and reading lists in the grade levels both above and below the level of their particular class. Concluding each grade level section is a listing of nonprint source materials. Many of the activities encourage student writing at a young age. (MKR)

ED 396 926 SE 058 551

The Bayer Facts of Science Education II. Today's Students and Tomorrow's Workplace: An Assessment of What Businesses Will Need and What Schools Can Provide, Executive Summary.
SPONS. AGENCY- Bayer Corp., Pittsburgh, PA.
PUB DATE- Apr 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Educational Strategies; Elementary Education; *Employment; *Hands on Science; *Human Resources; Problem Solving; Science Activities; *Science Education; Teaching Methods

This paper reports on a nationwide, random telephone survey conducted with elementary school principals and human resources directors to measure the levels of competency and preparedness of students today and in the future for entry-level jobs; attitudes toward the importance of science skills in relation to entry-level employment; assessments of the current and future status of science education; level of support for increasing the emphasis of science education at the elementary school level; and the use and effectiveness of hands-on science activities and teaching methods. Significant findings include: (1) about 60% of human resource directors surveyed do not feel that today's young adults are adequately prepared for current entry-level jobs, especially in the areas of reading and writing, mathematics, and science; (2) human resource directors are even less optimistic about the level of student preparedness for entry-level jobs in the future if no changes are made in teaching; (3) the majority respondents believe that science literacy will be a requirement for entry-level jobs in the future; and (4) overall there is a strong belief that hands-on science will not only be effective in teaching science but it will also be successful in teaching students the necessary skills of the workplace such as critical thinking, problem-solving, and team work. (JRH)

ED 396 927 SE 058 579

Hofstein, Avi, Ed.; And Others
Science Education: From Theory to Practice.
PUB DATE- 95
NOTE- 482p.; Selected papers presented at the Science Education in Developing Countries: From Theory to Practice International Conference (Jerusalem, Israel, January, 1993).
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; Educational Change; Elementary Secondary Education; Evaluation; Foreign Countries; Professional Development; Science Curriculum; *Science Education; Teacher Education

This publication is a collection of selected papers from the conference on science education in developing countries. The to tap creative resources. The remaining chapters provide opportunities for students and teachers to explore four large areas of natural history: size, scale, and the world of the very small; predator-prey relationships among animals; animal communication; and the ecology of living communities, including their human members. The last two chapters in particular emphasize the interactions and interconnections in living systems and the effects of human activities on the health of our planet. (JRH)

ED 396 949   SE 058 661

Characteristics of Doctoral Scientists and Engineers in the United States: 1993. Detailed Statistical Tables.
PUB DATE- 96
NOTE- 156p.; For a related document, see ED 373 992.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demography; *Doctoral Degrees; *Employment; *Engineers; Higher Education; *Scientists; Surveys

In this report, data are presented on the demographic and employment characteristics of the nation's doctoral scientists and engineers. The data were developed as part of the Longitudinal Doctorate Project. This report provides information on the number of employed scientists and engineers by demographic characteristics such as citizenship, place of birth, and field of degree and employment-related characteristics such as occupation, sector of employment, median salary, and various labor force rates. Some tables include estimates for doctoral scientists and engineers employed in 4-year colleges and universities. Includes detailed statistical tables, technical notes, and the survey instrument. The detailed statistical tables unit includes employment and salary detail tables. The technical notes section contains information on survey methodology, coverage, concepts, definitions, and sampling errors. (JRH)

ED 396 950   SE 058 677

Ibarra, Hector
A Different Kind of Science for the Non-Science Major.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Science; *Educational Strategies; General Education; Higher Education; *Nonmajors; Questionnaires; *Science Curriculum; Science Process Skills; *Teacher Student Relationship

This paper reports on a small scale study undertaken at the University of Iowa to examine whether students perceive a difference as to the value of learning in General Education Requirement (GER) science classes compared to learning in science application courses. It also explores the need for a different approach to the teaching of science courses for non-science majors. Sixteen students were given a questionnaire that elicited the students' perceptions of the GER science courses and the science application courses they had taken. Results indicate dissatisfaction with GER courses when compared with science application courses. All respondents indicated

Development at Fort Washington Elementary School" (Richard K. Sparks, Jr.). In "Part 4: Focusing on Citizenship and Social Problem Solving" chapters include: "Promoting Civic Understanding and Civic Skills through Conceptually Based Curricula" (Alita Zurav Letwin); "Educating for Citizenship in the Early Grades" (Carolyn Pereira); "Developing Social Competence in Young Handicapped and Withdrawn Children" (James J. Fox, Mary A. McEvoy, Robert Day); and "Teaching Peace and Conflict Resolution" (Robert E. Valett). "Part 5: Epilogue" contains the final chapter, "Synthesis and Evaluation in Moral and Character Education" (Jacques S. Benninga). Contains an index. (RJC)

ED 396 971 SO 025 163

Blankenship, Glen; Tinkler, D. William
Cultural Reflections: Work, Politics and Daily Life in Geramny. Social Studies Lessons.
PUB DATE- 94
NOTE- 93p.; For related item, see SO 025 202.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; Cultural Activities; Cultural Awareness; Cultural Education; Cultural Traits; *Culture; Foreign Countries; Foreign Culture; *Government (Administrative Body); Governmental Structure; Government School Relationship; High Schools; Multicultural Education; Public Agencies; *Social History; Western Civilization
IDENTIFIERS- *Germany

This curriculum packet, designed for high school students, contains student activities that focus on worker training and apprenticeship programs, structure of the school system, family income, leisure time activities, structure of the federal government, and social programs/health care. The three lessons may be used individually via integration into the curriculum, or collectively as a complete stand-alone unit. Each lesson begins with an outline for teaching that includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons in this instructional kit include: (1) "The German Worker"; (2) "Government in Germany"; and (3) "Culture and Daily Life in Germany." (EH)

ED 396 972 SO 025 202

Blankenship, Glen; Tinkler, D. William
The Geography of Germany, Lessons for Teaching the Five Themes of Geography. Social Studies Grades 9-12. Update 1994.
PUB DATE- 94
NOTE- 100p.; For related item, see SO 025 163.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Curriculum Guides; Foreign Countries; Geographic Concepts; *Geographic Location; *Geographic Regions; Geography; *Geography Instruction; *Instructional Materials; Physical Divisions (Geographic); Physical Geography; Resource Materials; Resource Units; *World Geography
IDENTIFIERS- *Germany

These lessons, designed for high school classrooms, focus on the country of Germany in teaching the five themes of geography video guide on Poland is to provide teachers and students with a structured approach to learning about people and places in Poland. The specific goals for this guide are to present basic information on the geography of Poland; to present basic information on the political and economic changes currently taking place in Poland; and to introduce two aspects of Polish culture: history and symbols. Activities have been designed for three grade levels: A (grades 3-5), B (grades 6-9), and C (grades 10-12). For ease of selection the activities have been categorized first by grade level and then by topic. The guide concludes with a 34-item resource list, a special vocabulary list, and a description of the videotape contents. (EH)

ED 396 995 SO 027 121

Information Packet for Religion and World Order Program Project Global 2000.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Global Education; *International Cooperation; *International Organizations; International Programs; International Relations; *Justice; Multicultural Education; *Peace; Religion; *Sustainable Development; World Affairs; World Problems
IDENTIFIERS- Non Governmental Organizations; United Nations

This packet describes an initiative of the Religion Council of Project Global 2000, forming a global partnership of secular and religious non-governmental organizations (NGOs) and United Nations (UN) agencies that link their expertise and networks for more just, sustainable, and peaceful world systems. The program brings together scholars, educators, and community groups from the world's major religious and spiritual traditions to participate in public discourse and action on issues of global ethics and in the shaping of policies and systems commensurate to the global-scale challenges of today's interdependent world. The objectives include: (1) create a process for religious and spiritual communities to reflect upon the contributions their traditions, scriptures, and networks can make to a shared global ethic and to the creation of systems of global governance; (2) produce reflection-action documents that will spell out the above contributions and formulate proposals for world order policy and systems change; and (3) link human and institutional resources with those of other religions, secular NGOs, and UN agencies in collaborative research, education, publications, leadership, and networking for a more just, peaceful, participatory, and environmentally sustainable world order. Sections of the document are as follows: (1) "Executive Summary"; (2) "History," which offers a chronology of the work of Global Education Associates (GEA); (3) "Rationale and Context" (Patricia and Gerald Mische); (4) "The Religion and World Order Program--Overview"; (5) "Guideline Questions--Religion and World Order Documents"; (6) "Report Format--Religion and World Order Documents Project Global 2000." Contains 5 appendixes. (EH)

ED 396 996 SP 036 442

Anderson, Marti; And Others
The Reflective Mentoring Seminar: Providing a Means for Teachers To Cross Boundaries in a Professional Development School.

1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Compliance (Legal); Computer Uses in Education; Educational Objectives; Grade 4; Intermediate Grades; *Portfolio Assessment; Qualitative Research; State Regulation; Student Evaluation; *Student Writing Models; Teaching Methods; *Testing Problems; Word Processing
IDENTIFIERS- *Kentucky

Data on the implementation of state-mandated portfolio assessment guidelines were collected in a class of 25 fourth-grade students in a Kentucky urban school, using participant observation, interviews, and document analysis. The use of computers as word processors was found to facilitate students' ability to read their work aloud to their class, supporting student self-esteem and pride in their writing in this and other ways. The production of typed texts for portfolio inclusion rather than handwritten samples was found to reduce the role of handwriting and spelling (low priorities according to state guidelines) in portfolio evaluation. Several techniques for helping students develop quality materials for their portfolios are discussed, all of which appear to be time-consuming but effective. The use of substitutes in the classroom one day each week to provide the regular teacher with time to help students with portfolio materials led to problems in classroom behavior on such days, but helped generate stronger portfolios. The challenge of balancing the school's schedule the state's portfolio requirements, and the students' day-to-day needs is explored in the larger context of assessment-driven elementary education. (Contains 25 references.) (PB)

ED 397 013 SP 036 725

Golez, Felipe Victor
Shifting the Paradigm in Preservice Teacher Education. Modeling Democracy in a Collaborative Site-based Program.
PUB DATE- Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Classroom Communication; *Classroom Techniques; *Democracy; Educational Change; Elementary Secondary Education; Higher Education; Models; Outcomes of Education; *Preservice Teacher Education; Student Teachers; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Paradigm Shifts

A reform-oriented teacher education model and its effect on the eventual classroom practice of preservice program graduates is examined. An ethnographic description is provided of the program, which emphasized an experiential philosophical base that permeated both the program and the compulsory educational milieu of the training site. Research consisted of three tiers: (1) a preliminary re-analysis of qualitative evaluation data; (2) interviews with graduates concerning their perceptions of their experiences and how these experiences impacted their

ED 396 562 FL 023 924

Masny, Diana
Examining Assumptions in Second Language Research: A Postmodern View. CLCS Occasional Paper No. 45.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Applied Linguistics; *Cultural Context; Foreign Countries; *Language Research; Learning Processes; *Linguistic Theory; Metalinguistics; Political Influences; Psycholinguistics; *Research Methodology; Second Language Learning; *Second Languages; Social Influences; *Sociocultural Patterns
IDENTIFIERS- *Objectivity

In a review of literature on second language learning, an opinion is put forth that certain assumptions underlying the theory and the research have influenced researchers' attitudes about second language development and diminished the objectivity of the research. Furthermore the content of the research must then be examined within its sociocultural, historical, and political context, and that it may be necessary to question some of these assumptions, which are based, philosophically, on a modern rationalist, positivist perspective. A postmodern view that second language education is political, and that all knowledge is socially and historically constructed is proposed. These issues are examined: the concept of "natural language" traditional in applied linguistics; artificial distinction made between the language learner and the social context of language learning; Eurocentrism in theorizing about language and language systems; the value of statistics in determining generalizability of research findings; the concept of normalization; and the nature of metalinguistic awareness. It is suggested that the social, cultural, and political nature of research is fragile, and that to understand it, it is necessary to examine it in relation to existing practices and conditions. Contains 39 references. (MSE)

ED 396 563 FL 023 925

Cruz, Carlos
Implementation of Bilingual Education Programs in South Texas.
PUB DATE- Mar 96
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Orlando, FL, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; Court Litigation; Educational History; Federal Legislation; Hispanic Americans; *Legal Problems; Limited English Speaking; *Politics of Education; Program Implementation; *Regional Planning; Spanish Speaking; State Legislation; *Statewide Planning
IDENTIFIERS- *Texas (South)

The history of Texas' implementation of bilingual education is examined through a review of relevant literature and court litigation, and a survey of school district superintendents and administrators on this topic is reported. In interviews with

PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Curriculum Design; *Educational Change; Educational Strategies; Elementary Education; Elementary School Students; *English (Second Language); *Language Arts; *Limited English Speaking; *Organizational Development; Program Descriptions; *School Restructuring; Second Language Learning; Student Needs
IDENTIFIERS- Chicago Public Schools IL; El Paso Independent School District TX; Focus Groups Approach; Houston Independent School District TX; San Diego Unified School District CA

A study examined four exemplary elementary schools that have successfully implemented language development programs for limited-English-proficient (LEP) students as part of a school-wide restructuring effort. The schools are: Del Norte Heights Elementary (El Paso, Texas); Hollibrook Elementary (Houston, Texas); Linda Vista Elementary (San Diego, California); and Inter-American School (Chicago, Illinois). All have non-traditional school organizations, a well-developed language acquisition program for LEP students, and a high-quality language arts curricula. The analysis presented here synthesizes data from telephone and on-site interviews with teachers, principals, and district staff, focus groups with students and parents, and classroom observation. Shared elements of the programs include: school reorganization to support improved teaching and learning for all students, including LEP students; adaptation in response to LEP student needs; access to challenging content for LEP students; engagement of LEP students with English-speaking peers; innovative curricular strategies, including whole language, literature-based curriculum, and thematic, integrated curriculum; and innovative instructional strategies, including cooperative learning, active learning, and experiential. Contains 11 references. (MSE)

ED 396 583 FL 023 957

Hamp-Lyons, Liz, Ed.
Assessing Second Language Writing in Academic Contexts.
PUB DATE- 91
NOTE- 364p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Context; Discourse Analysis; *English (Second Language); *English for Academic Purposes; Error Patterns; Evaluation Criteria; Higher Education; Holistic Approach; *Limited English Speaking; Literacy; Program Administration; Program Evaluation; Scoring; Second Language Instruction; Student Characteristics; Student Evaluation; Student Placement; Testing; *Writing Evaluation; Writing Exercises; *Writing Instruction

The articles contained in this volume on second language writing evaluation focus on the evaluation of academic English learned as a second language (ESL). Essays include: "Assessment by Misconception: Cultural Influences and Intellectual Traditions" (Brigid Ballard, John Clanchy); "Reading the World Differently: A Cross-Cultural Approach to Writing Assessment" (Charlotte S. Basham, Patricia E. Kwachka); "The Writer's Knowledge and Our and Veterinary Education" (M. Wijaya and A. P. Jayatilake); "Perspectives on Dental Education at Peradeniya" (Asoka Ekanayake); "The Faculty of Law at Peradeniya 1947-66 and at Colombo from 1966" (N. Tiruchelvam); "Faculties of Arts and Oriental Studies at Peradeniya" (G. H. Peiris); "The Peradeniya Contribution to Literature, Theatre and the Arts" (K. N. O. Dharmadasa); "The Faculty of Science at the University in Peradeniya" (S. A. Kulasooriya); "The Faculty of Engineering" (D. L. O. Mendis); "The Faculty of Medicine" (S. N. Arseculeratne). The following chapter discusses Peradeniya University in times of unrest in "The Campus Community at Peradeniya: Travails of a Residential University" (G. H. Peiris). The following four chapters address university governance: "The Question of Governance" (K. M. de Silva); "University Autonomy: Precept and Practice" (W. M. A. Wijeratna Banda); "University Governance: The Vice-Chancellor's Role--A Personal Note" (B. L. Panditharatne); and "University Governance: The Secretariats" (W. M. A. Wijeratna Banda). A final chapter offers conclusions on the outlook for higher education in Sri Lanka and is by K. M. de Silva. (Individual chapters contain reference notes.) (JPB)

ED 396 601   HE 029 226

Graduate Education in Illinois Higher Education: A Reexamination of Practice and Policy.
PUB DATE- 2 Jul 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Doctoral Programs; *Educational Administration; Educational Objectives; *Educational Policy; *Educational Practices; Educational Quality; *Graduate Study; Higher Education; Long Range Planning; *Needs Assessment; Outcomes of Education; Paying for College; State Universities; *Statewide Planning; Student Placement; Tuition
IDENTIFIERS- *Illinois

This report presents a comprehensive study of graduate education in Illinois. The report begins with an overview of current conditions examining the origins and development of advanced study in the state, Board of Higher Education policies, and salient program and student characteristics at Illinois colleges and universities. The configuration and capacity of graduate programs at public universities are examined and discussion analyzes the following emerging issues: the responsiveness and effectiveness of existing program structures, placement of students and program capacity, and graduate education financing. New models for doctoral education which address these issues are described. The report concludes with a statewide agenda for graduate education for the coming year, and suggests new policies for consideration by the Board. These recommendations are grouped to address the following areas: need, quality, objectives, research, professional education, preparation for careers, admissions, curriculum and faculty, and viability. Two appendixes present, first, a summary of existing Board of Higher Education policies on graduate education and, second, a detailed examination, by field, identifying areas where public universities should consider program eliminations or other program modifications, undergraduate expenditures at the department level, number of faculty and staff, tuition and fee waivers are included. Twenty-seven tables provide detailed data on the current status of

Legislation; Federal Regulation; Labor Market; Loan Default; Postsecondary Education; *Proprietary Schools; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Higher Education Act Amendments 1992; *Higher Education Act Title IV

Testimony of the associate director of the Department of Education's Health Education and Human Services Division, Education and Employment Issues, addresses issues concerned with Title IV of the Higher Education Act of 1965 as amended in 1992. Title IV provides grants, loans, and work-study supports to students pursuing post-secondary education including that provided by about 5,000 proprietary schools. The testimony focuses on ensuring that only those schools providing quality education and training access Title IV funds. First, it provides a broad overview of the regulatory framework for Title IV programs and then reports trends such as default rates. It lays out a framework for: (1) examining the legislative provision limiting Title IV participation to schools receiving at least 15 percent of their revenues from non-Title IV sources and (2) determining the extent to which Title IV funds pay to train students for jobs in no- or low-demand occupations. Although positive trends are identified (e.g., proprietary schools' share of Title IV funding has declined), the default rates of students from such schools remain substantially higher at 24 percent than those for peers from nonprofit institutions. Throughout the testimony, graphs and tables illustrate the data presented.(DB)

ED 396 621 HE 029 251

State University of New York Health Science Center at Syracuse Leasing Practices. Report No. 95-S-80.
PUB DATE- 30 May 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Bids; Conflict of Interest; Contracts; *Cost Effectiveness; Decision Making; *Educational Economics; *Educational Facilities Improvement; Educational Finance; *Financial Policy; Higher Education; *Public Colleges; School Accounting
IDENTIFIERS- *Leasing; *State University of NY Health Sci Ctr Syracuse

This document presents results of an audit of the leasing practices of the State University of New York (SUNY) Health Science Center at Syracuse covering the period April 1, 1993 through June 30, 1995. The audit investigated whether the Center and the Center's Clinical Practice Management Plan members engage in appropriate and economic leasing practices and whether the Center exercises adequate control over costs related to renovations of leased property. Findings indicated the following: that Center controls over leases are not adequate to ensure that leases are free from conflicts of interest and are obtained at the most reasonable cost; that controls over renovations should be strengthened to reduce the State's cost for improvements to leased properties; that the Center lacks adequate information about the scope and cost of proposed renovations; that the lease decision-making process is not fully documented; that there is a need for a clearly articulated conflict of interest policy; that Plan and State space leases at the Center should be subject to competitive bidding; and that these leases are finalized without assistance from independent experts. Recommendations to correct these

NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; *Cognitive Processes; College Students; Curriculum Evaluation; Foreign Countries; Higher Education; *Intellectual Development; Longitudinal Studies; Medical Case Histories; *Medical Education; *Problem Solving; Professional Education; Protocol Analysis; Skill Development; Student Development; Thinking Skills
IDENTIFIERS- Canada; Cardiology; *Problem Based Learning; *University of Sherbrooke PQ; Urology

A 2-year study at the University of Sherbrooke (Quebec) investigated the changes in six medical students' clinical reasoning processes as they participated in a problem-based learning (PBL) curriculum. In each year, students performed a think-aloud protocol with two medical case problems to solve, one in cardiology and one in urology. In the second year of the study, the students were given somewhat more difficult cases to address. Student responses were compared to those of two practicing physicians, neither of them teachers at the institution. Only responses to the urology cases are analyzed here. Results showed that, as anticipated, hypotheses were generated early for both problems, illustrating the students' capacity to transfer the hypothetico-deductive model of reasoning learned in the pre-clinical PBL curriculum. Results also showed that, among the hypotheses generated early, the principal hypothesis was present, similar to the performance of the physician experts, particularly in the less advanced cases. It is concluded that the PBL approach helps students balance the importance they give to case information. The pattern of time taken to consider each case segment was very similar to that of the experts. The two urology cases and data summaries are appended. (Contains 22 references.) (MSE)

ED 396 641 HE 029 271

Townsend, Barbara K.; Bassoppo-Moyo, Sheila
If I'd Only Known: Administrative Preparation that Could Have Made a Difference.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; *College Administration; Communication Skills; Competence; Deans; Educational Attainment; *Educational Needs; Futures (of Society); Higher Education; Institutional Characteristics; Interpersonal Competence; *Job Skills; Knowledge Level; Sex Differences; Surveys
IDENTIFIERS- *Administrator Competencies

A survey of 210 academic deans and vice presidents at a variety of college and university types explored the administrators' perceptions concerning the knowledge, skills, and attitudes that they: (1) wish they had had upon entry into administration; (2) felt were currently needed by academic administrators; and (3) felt would be necessary for academic in architecture education, students and alumni from 15 representative campuses were surveyed as to whether they would attend their School of Architecture again. Survey questions also dealt with preparation of graduates for their profession, salary expectations, reasons for entering the architecture profession, feelings about the profession, and the School of Architecture's reputation on the university campus. A model of architecture education based on seven separate but interlocking priorities was proposed: (1) an enriched mission; (2) a more inclusive institutional context based on the principle of diversity with dignity; (3) a goal of standards without standardization; (4) an architecture curriculum that is better integrated with knowledge both within and outside the architecture discipline; (5) establishment of a supportive climate for learning; (6) a more unified profession based on partnership between schools and the profession; and (7) preparation of architects for lives of civic engagement. (Contains reference notes for each chapter.) (CK)

ED 396 660 HE 029 301

Safe Schools Survey. Post-Secondary Student Survey. Preliminary Results.
PUB DATE- 15 Jan 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Abuse; *College Students; Drug Abuse; *Females; Higher Education; Private Colleges; Public Colleges; Rape; School Demography; *School Security; State Surveys; *Student Attitudes; Student Surveys; *Victims of Crime; *Violence; Whites
IDENTIFIERS- *Minnesota

A survey of 706 randomly sampled students at institutions of postsecondary education in Minnesota examined students' perceptions of violence and safety at their schools. Overall findings indicated that the majority of students had not been victims of violent acts and generally felt safe at their institutions. However, many respondents indicated they believed that the amount of effort spent addressing issues of violence at their institutions was inadequate. Date rape, dating violence, the relationship between acts of violence and alcohol, and theft were the major areas of concern identified by respondents. Specific findings indicated: (1) 72 percent of students believed the level of violence was unchanged over the past year; (2) 77 percent reported they felt safe on campus; (3) 42 percent believed that most violence is related to drug or alcohol use; (4) 51 percent reported they knew a victim of violence on a date; (5) 42 percent knew a victim of date rape; (6) 61 percent identified "women" as likely victims; and (7) 60 percent indicated they felt that students who carry weapons do so for self-defense. Most of the students surveyed were Caucasian. (CK)

ED 396 661 HE 029 302

Nationally Recognized Accrediting Agencies and Associations. Criteria and Procedures for Listing by the U.S. Secretary of Education and Current List.
PUB DATE- Feb 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

science is proposed and described. Both functional and imperative programming styles are taught. The curriculum particularly addresses the problem of effectively presenting both abstraction and implementation. Two courses in the first semester emphasize abstraction. The next courses stress implementation as well as analysis. The third semester provides practical experience in programming. This curriculum has innovative aspects with respect to organization, methodology, and content. By integrating programming with mathematics in the first semester, abstractions and implementation become partners rather than competitors. In the later courses, implementation can be emphasized more naturally because of the early mastery of abstraction. The methodology emphasizes active learning via concrete laboratory experiences, and introduces multiple languages within the first year. (Contains 11 references.) (Author/BEW)

ED 396 682 IR 017 858

Haffey, Larry J.
Integrating PC Tools for Presenting Information in Science Classes.
PUB DATE- 94
NOTE- 6p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Computer Oriented Programs; *Computer Uses in Education; Data Analysis; *Educational Technology; Higher Education; *Science Projects; *Spreadsheets; *Student Projects; *Word Processing
IDENTIFIERS- *Presentation Mode

There are a variety of computing tools available in educational institutions. With the knowledge of standard tools and how they can be used to compliment one another, students can gain impressive skills in information presentation. This paper describes a method for science students to use in preparing data for analysis and dissemination and informs about the interactive nature of the technology. A sample project demonstrates the following general procedure for using a word processor and spreadsheet to develop a project: (1) generate data with an application on a computer program; (2) import data into a spreadsheet; (3) organize and label data using a spreadsheet; (4) construct graphs of data using a spreadsheet; (5) write the text to communicate the results of the project using a word processor; (6) input spreadsheet data into the word processor for formal presentation; (7) utilize special features of the word processor to highlight the information and to shorten the overall preparation time; and (8) produce the hardcopy to communicate the results. An appendix provides a sample basic program. (Author/AEF)

ED 396 683 IR 017 859

Guzdial, Mark
Approaches to Classroom-Based Computational Science.
PUB DATE- 94
NOTE- 10p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; *Educational Finance; *Educational Technology; Elementary Secondary Education; *Financial Support; *Fund Raising; Grants; *Internet; Private Financial Support; State Federal Aid; Strategic Planning

This book serves as a guide to grant seeking and other forms of fundraising for Internet access in elementary and secondary schools. Chapters include: (1) "What Internet Access Means to Your Educational System"; (2) "Developing a Support Group and Linkages to Funding Sources"; (3) "Why Individuals and Organizations Should Fund Your Technology Program"; (4) "The Marketplace"; (5) "Using Foundation Grants To Obtain or Enhance Internet Access"; (6) "Developing Corporate Support for Internet Access"; (7) "Assessing Federal and State Opportunities for Internet Access"; (8) "The ABCs of Fund-Raising for Internet and Technology"; (9) "Why People Give, Using Consultants, and the Ethics of Fund-Raising"; (10) "Selecting the Most Efficient Fund-Raising Strategies"; and (11) "Developing Your Funding Strategy, Putting It All Together." Appendices provide a list of Internet "basics"; a list of Internet resources for funding and grantseekers; an alphabetical list of grantmakers; and a list of foundation center cooperating collections. A CD-ROM which accompanies this book contains the sample letters and fundraising worksheets presented in the text, so that they can be easily tailored to meet specific needs. A glossary and index are also included. (AEF)

ED 396 704 IR 017 914

Hatfield, Susan
Effective Use of Classroom Computer Stations across the Curriculum.
PUB DATE- 30 Jun 96
NOTE- 120p.; Master's Research Paper, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Computer Uses in Education; *Curriculum Development; Evaluation Methods; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Microcomputers; Social Studies; Student Interests; Student Motivation; Student Projects; *Transfer of Training; *Workstations
IDENTIFIERS- Illinois

This study examined the effective use of computer stations across the curriculum. Research was conducted in a fourth grade classroom in Lena, a small, rural farming town in northwestern Illinois. Desks were arranged in circular clusters of five. The students moved to five different stations, one of which was an IBM computer mini-lab. The lab, used as one of five language arts stations, was successful in motivating students to learn keyboarding, brainstorming for ideas, practicing various styles of writing, using the word processor, and working in cooperative learning groups. The objective of the study was to determine how to transfer the use of the computer stations concept to another content area, such as social studies. Attitudinal surveys, observation, whole-group dialogue, and portfolios were used to determine if the computer stations were being used effectively in social studies. Questions on the attitudinal survey included items about frequency of use;

a system. This paper reviews elements in a "student-driven" dissemination strategy for Internet services, based on experiences with "cleo" and "carmen," Internet hosts operated by Murdoch University (Australia). The objective was to offer computer-mediated communications with the greatest scope for student involvement and a collaborative learning approach to Internet services, while also addressing concerns over the cost and organization of access facilities, regulation of user behavior, equitable access for all students in a class, and the need for user training and technical support. The growth these services necessitated the introduction of some user fees and of modem pools, but growth has also resulted in the allocation of funds for upgrades and enhancements. Implications for teaching and learning applications are summarized, from the concept of "cybercafe" discussions to the use of the World Wide Web and listservers for content delivery. (Contains 17 references.) (Author/AEF)

ED 396 722 IR 017 935

Branch, Philip; Durran, Jennifer
PC Based Video on Demand Trials.
PUB DATE- 96
NOTE- 5p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Computer Assisted Instruction; Computer Networks; *Computer System Design; Costs; Digital Computers; Educational Technology; Foreign Countries; Higher Education; *Instructional Material Evaluation; Microcomputers
IDENTIFIERS- Access to Services; Digital Technology; *Digital Video Interactive; Limits to Growth; *Monash University (Australia); Video Technology; Video Viewing

Many educational institutions have a substantial personal computer (PC) network that can be adapted to provide digital video on demand, as well as PCs that can be used as video on demand clients. To gain insight into the issues involved in using this technology in an educational environment that relies heavily on video, a simple, low cost video on demand system was installed in the Visual Arts Library at Monash University, Clayton (Australia). Qualitative trials were then carried out involving staff and students from the film and television studies section of the Visual Arts Department. Each user was asked to view the encoded materials, experiment with the technology, and critically evaluate the video excerpts. The video on demand system was identified as being of most benefit to students in individual study of course material. The system allows one digitally encoded video to be used concurrently by many people, solving the problem of limited viewing facilities. The flexibility of digital video also enables new ways of presenting comparative materials as well as providing more efficient ways to undertake typical student assignments. For example, it facilitates repetitions of a single scene for in-depth analysis. The issues identified as the most problematic in the use of the technology in the teaching of film studies are cost, quality, and speed of encoding the material from VCR to MPEG. Overall, the reaction from participants in the trials was positive. (Author/AEF) traditional research sources, tools, practices and the premises on which they operate, though the essential process still depends on critical thinking, problem solving, and communicating. The digital information environment is dynamic; multimedia sources combine several media such as text, graphics, animation, audio, and video in an integrated format which is accessed by computer. Related technologies are having an impact on Australian education, for example. Digital cameras, notebook computers, and other devices have aided secondary students in recording observations during an expedition to the Snowy River. Primary students have also used educational technology to enhance information gathering at a trip to a botanic garden. Students can create personalized "knowledge webs," with their assignments hyperlinked to each other and to Internet resources. Each new resource format requires the development of new skills or extensions of old ones to enhance student learning. Students must become competent researchers and information managers with a well-developed capacity to critically evaluate information for accuracy, relevance, and usefulness as well as to search and manage huge quantities of information available through the Internet and other electronic sources. Information literacy within a digital environment uses many of the information skills already identified in the literature, but new skills must be taught if the potential of a digital world is to be exploited. The digital environment has allowed students and teachers to become part of a global research community that is premised on information sharing and individual and collective discovery. (Contains 10 references.) (Author/SWC)

ED 396 740 IR 017 953

Perry, Marcia; And Others
Events Management Education through CD-ROM Simulation at Victoria University of Technology.
PUB DATE- 96
NOTE- 4p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activities; Administrator Education; Athletics; *Business Administration Education; *Computer Simulation; *Computer Software Development; Cultural Activities; Decision Making Skills; Foreign Countries; Innovation; *Multimedia Instruction; *Optical Data Disks; Postsecondary Education; Program Development; Tourism
IDENTIFIERS- Australia (Victoria); *Project Management; *Special Events; Victoria University of Technology (Australia)

There has been a rapid growth in the events industry in Victoria and Australia over the past five years with an increase in large scale events--resulting in substantive economic impact. The growth in events in Australia is projected to continue to beyond 2001. The Department of Management at Victoria University of Technology (VU) received a $160,000 grant to develop a CD-ROM events management educational package for postgraduate education. The project combines innovations in both technology and subject material, by combining CD- ROM simulation and events management education. A multimedia company, ADACEL, is undertaking the computer programming. The

ED 396 757 IR 055 928

Eustis, Joanne D., Comp.; Kenney, Donald J. Comp.
Library Reorganization & Restructuring. SPEC Kit 215.
PUB DATE- May 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Development; Library Personnel; Library Services; *Library Statistics; Library Surveys; *Organizational Change; *Research Libraries; Staff Development; Strategic Planning
IDENTIFIERS- *Association of Research Libraries

As the entity traditionally responsible for serving the information needs of the university, research libraries have little choice but to change dramatically in the next 25 years. This SPEC Survey on library reorganization seeks to understand how librarians have sought to meet this challenge through the redesigning of their organization. Fifty-three of the 108 Association of Research Libraries (ARL) affiliated with institutions of higher education responded to the survey. Of those, 17 indicated they had completed or are currently engaged in a library-wide reorganization. Thirty-four libraries replied that they had completed, were engaged in, or planning the reorganization of specific units. Of the 35 positively responding libraries, 71% have a formal planning process in place. Among the respondents 51% attribute their library-wide organizational changes to information technology, while 46% note declining resources as an important force influencing change. Almost half of the libraries have reallocated personnel from technical services to public services. Seventeen libraries have increased the allocation of funds to support training and staff development, and 17 libraries have reallocated resources to automation and networking units. Twenty-three libraries have lost an average of 10.5 support staff, and 20 libraries report an average decline of 5.5 professional positions. The most cited outcomes of library reorganizations have been the combining of units within the libraries; new partnerships with other university units; greater emphasis on networked information; new or expanded user services; elimination of some services; and a decreased emphasis on catalog maintenance and on the collection of print materials. Organization charts and plans are provided for: the Universities of Arizona, British Columbia, Iowa, New Mexico, and Tennessee; Northwestern University; and Virginia Polytechnic Institute and State University. A list of selected readings is also included. (AEF)

ED 396 758 IR 055 929

Drobnicki, John A.
Bliss: The Man and the Classification.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cataloging; *Classification; Foreign Countries; History; *Innovation; *Inventions; Library Technical Processes
IDENTIFIERS- *Bliss (Henry); *Lexical Collocation; United Kingdom

This paper discusses the career of Henry Evelyn Bliss, founder of the Bibliographic Classification, which is currently being revised. Dissatisfied with the current classification systems, Mathematics Task Force to review mathematics instruction at the college and recommend policy and program changes. The Task Force established three sub-committees: (1) a Curriculum and Instruction Sub-Committee to survey mathematics faculty regarding instructional techniques, (2) an Inter-Departmental Mechanisms Committee to survey all academic departments at the college regarding coordination with the mathematics department, and (3) a Students Sub-Committee to hold focus groups with mathematics students. The faculty survey received responses from 42 of the college's 58 full- and part-time faculty and indicated that faculty believed that student learning was enhanced by including applications in classroom activities, encouraging students to take courses in sequences, and using tutors and workshops. Although 70% of the programs surveyed by the Mechanisms Sub-Committee were satisfied with their current situation, career departments did express concerns related to the need to emphasize mathematics applications and encourage joint faculty appointments in mathematics and career programs. Finally, responses from student focus groups highlighted the importance of caring and supportive faculty, instructor encouragement of student questions, and well-paced and systematic instructor presentations. Includes 13 recommendations for improving the program related to mathematics curriculum and instruction, successful student and instructor behaviors, and interdepartmental and college-wide coordination. The task force appointment letter and the three Sub-Committees' final reports are appended. (TGI)

ED 396 777 JC 960 387

Report of the Developmental Education Task Force.
PUB DATE- May 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Basic Skills; College Preparation; Community Colleges; *Developmental Studies Programs; *Educationally Disadvantaged; Program Effectiveness; Program Improvement; Remedial Programs; Self Evaluation (Groups); Student Attitudes; *Student Characteristics; *Student Placement; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *City University of New York NYC Technical Coll

In fall 1994, New York City Technical College established the Developmental Education Task Force to review the current state of developmental education (DE) at the college and recommend policy and program changes. The Task Force gathered quantitative data from analyses of DE enrollment trends, student characteristics, and graduation rates, as well as a survey of 372 students in social science courses. In addition, qualitative data was collected from focus groups held with approximately 20 DE students and 20 faculty to determine perceptions of program placement and structure, student expectations, instruction, and faculty expectations. Based on the quantitative and qualitative data, recommendations for program improvement were developed in the following areas: (1) pre-college, including establishing senior college admission requirements over time to avoid admitting students not likely to succeed and designing DE orientation sessions; (2) testing, related to improving assessment instruments and placement; (3) students, including improving academic support provided to DE students and establishing required orientation courses; and (4) curriculum and instruction, focusing on strengthening the will have the opportunity to continue their postsecondary education, and sharpen institutional missions. The policy divides associate degrees into the following four categories, each with a clear and unique objective: (1) Associate of Arts and Associate of Science degrees, designed to transfer to a broad range of arts and science baccalaureate programs; (2) Associate of Science in a designated major, designed for transfer to specific, related baccalaureate programs and employment; (3) Associate in Applied Science in a designated major, designed primarily for employment; and (4) Associate of General Studies, designed primarily for transfer for the relatively small number of students who cannot pursue one of the standard degrees. With respect to implementing the policy, two-year institutions offering the associate degrees are responsible for initiating discussion of transfer arrangements with other institutions, while four-year institutions are responsible for communicating any requirements in curriculum design to two-year institutions. (MAB)

ED 396 795 JC 960 422

Boughan, Karl
First-Time Entering Student Academic Outcomes: Comparative Cohort Analysis Results, 1990-1995. Enrollment Analysis EA 97-1.
PUB DATE- Jul 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attrition (Research Studies); Cohort Analysis; *College Freshmen; *College Outcomes Assessment; College Transfer Students; Community Colleges; Longitudinal Studies; *Outcomes of Education; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Prince Georges Community College MD

At Prince George's Community College (PGCC), in Maryland, a comprehensive freshman academic monitoring database has been developed to follow the progress of peer groups of first-time students entering each fall through their sixth year of potential enrollment. Using the new database, as well as information from the Maryland Higher Education Commission's Transfer Student system, PGCC completed an analysis of outcomes for the cohorts from fall 1990 to fall 1992. In the analysis, students were classified as achievers if they either left PGCC with a formal academic accomplishment or reached sophomore status in good academic standing; as unexplained exiters if they left without meeting achiever status; and as continuing students if they were not achievers but were still attending PGCC. Study findings included the following: (1) for the 1990 cohort after 5 years, 30% were classified as achievers, of whom 18% had earned an award or transferred or both; (2) after 4 years, the 1990 cohort had a 28% achievement rate, while the 1991 cohort had a 27% achievement rate; (3) at the 3-year assessment point, the percentage of achievers dropped from 26% for the 1990 cohort to 25% for the 1991 cohort and to 24% for the 1992 cohort; and (4) the unexplained exit rate after 3 years incrased for the 3 cohorts at a more pronounced rate, moving from 56% in 1990 to 59% in 1991 and 62% in 1992. (MAB)

ED 396 796 JC 960 423

Marrow, Alvin J.; McLaughlin, Jack
Community Collaboration: A Creative Partnership with Catonsville Community College.

work-family problems, financial status of work-family initiatives, the extension of initiatives to new constituencies such as emergency child care and school-age care, and the creation of collaborations, and ways of changing the culture of the workplace. The report concludes by noting that it is difficult to be family supportive because of differences in race, income, education, and attitudes. However, it is crucial to provide family-supportive programs for the sake of families and a productive work force. Contains 26 references. (MOK)

ED 396 813 PS 024 098

Spencer, Keith; And Others
Learning through Visions--Primary Grades: A Resource Guide for Early Childhood Services and Grades One, Two and Three.
PUB DATE- 94
NOTE- 123p.; Flashcards of student artwork may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Early Childhood Education; *Integrated Activities; *Integrated Curriculum; *Interdisciplinary Approach; Primary Education; *Student Centered Curriculum; Student Interests; Student Needs; Teacher Developed Materials; Teaching Methods; *Thematic Approach
IDENTIFIERS- Child Centered Education; Developmentally Appropriate Programs

The goals of this curriculum resource guide are to: (1) explore subject integration at the primary level through the reflective experiences of educators; (2) provide visual and verbal activities that enhance student learning; (3) provide a forum for educators to present their instructional experiences through the theme across the curriculum approach; and (4) provide a resource for flexible curriculum implementation that adapts to the needs of individual students and educators. There are four sections in the guide, one for each grade from early childhood classrooms to grade three. Each section, written by a different educator, has the following components: (1) a philosophy; (2) an introduction to the section theme; (3) 5 general learning expectation questions; (4) 5 major activities; (5) 5 extended activities; (6) 15 support activities provided by the authors other than the section author; and (7) blank forms that invite the educator to design more creative activities. Each section has an appropriate theme and central topic for the grade level, and activities are based on learning expectation questions concerned with: general definitions, people, environment, matter, and animals. The theme and central topic of each section are: early childhood services--identity and my world; grade one--interaction and seasons; grade two--change and culture and traditions; and grade three--movement and patterns. Flash cards of student artwork, with brief critiques, are provided to strengthen art appreciation skills and to introduce document themes as story starters and bulletin board displays. Contains 23 references. (TJQ)

ED 396 814 PS 024 239

Brewer, Chris
Freedom To Fly: 101 Activities for Building Self-Worth.
PUB DATE- 93
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Child Rearing; Cooperative Learning; *Course Descriptions; Foreign Countries; Higher Education; *Parent Education; *Parenting Skills; Skill Development
IDENTIFIERS- Canada

On the premise that formal parent education courses may improve parental attitudes and competence, provide needed support, and reverse the trend of social problems faced by our children, this instructional plan describes a university course on parenting for graduate and undergraduate students which incorporates a cooperative learning approach to explore parenting issues and to promote effective parenting skills. Although the skill-oriented concepts of cooperative learning, skill-building, and attitudinal change comprise the core of the course, an understanding of the theoretical concepts of adult learning principles, cultural and societal influences, approaches and models, self awareness, parental roles and family structures and functions are also emphasized. Described in the instructional plan are the course learning outcomes, instructional strategies related to each learning outcome, evaluation of student learning and course instruction, course outline and schedule, and course bibliography. Five appendices describe course assignments and the contract grading system. (KDFB)

ED 396 833 PS 024 312

Forbes, Reginald D.
The Implementation of a Positive Discipline Program To Increase the Social Skills of Middle Grade Students.
PUB DATE- 4 Apr 96
NOTE- 75p.; Master's Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Discipline Policy; Intermediate Grades; Interpersonal Competence; Junior High Schools; *Middle Schools; Program Effectiveness; Program Evaluation; *Student Behavior; Teacher Role
IDENTIFIERS- *Middle School Students; *School Rules

A practicum project implemented a program designed to reduce negative behavior in the hallways and cafeteria of an urban middle school. The objectives of this program were to reduce by 15% the number of infractions in the cafeteria and in the hallway and to reduce by 15% the number of students suspended out of school. The target population was a group of approximately 900 students in grades 6 through 8. Students were taught social skills and given lessons on respect and proper decorum in the hallway and cafeteria. The effectiveness of this program was measured by discipline records reflecting student infractions and suspensions, and a pre- and post-intervention survey given to the staff. The results of this evaluation indicated that not all of the program objectives were met. However, there were improvements in all areas. Continuation of this program is recommended with the following modifications: (1) getting teachers more involved in the process; (2) developing a check list for monitoring; and (3) implementing the project in the early part of the year. Contains 22 references. (MOK)

ED 396 834 PS 024 324

report is a consensus policy initiative proposing fundamental changes to the currently inadequate and complex delivery of child care to low-income families, through the complete elimination of categorical eligibilities teamed with a deep commitment to quality care. The principles of the proposed system fall into the following categories: (1) "access to care"; (2) "access to care/system quality," emphasizing that families should pay sliding fees for child care based on income and family size; (3) "system quality," calling for a rate system that would provide incentives to improve quality; (4) "system quality/system capacity"; and (5) "system capacity," proposing that the child care system be integrated with other early childhood educational and school-age systems with a unified one-stop referral and payment plan. The descriptions for each category of principles include a summary, explanation, and a review of implementation issues. (BGC)

ED 396 853   PS 024 392

Good, Linda
Teachers' Perceptions of the All-Day, Alternating Day Kindergarten Schedule.
PUB DATE- Jun 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Alternate Day Schedules; Bus Transportation; Class Activities; Disabilities; Disadvantaged Youth; *Full Day Half Day Schedules; Interpersonal Competence; *Kindergarten; Lunch Programs; Mail Surveys; Parent School Relationship; Parent Teacher Cooperation; *Primary Education; Program Evaluation; *Teacher Attitudes; Teacher Behavior; Teacher Morale; Teacher Response

This study examined kindergarten teachers' perceptions regarding the change in schedule from an everyday, half-day program to an alternating day, full-day program. Subjects included 37 female teachers in a small midwestern city who had almost completed the first year of the changed schedule. Results from a mail survey revealed teacher concerns, including: (1) poorer children's social skills because of increased fatigue, irritability, and aggression; (2) lengthened adjustment for students with separation anxiety; (3) decreased children's social and academic competence and increased stress level; (4) lack of school meals for disadvantaged children and negative role models in the lunch room; and (5) problems in meeting needs of children who were disadvantaged or who had special needs because of lack of consistency, routine, repetition, and continuity. Most teachers reported fatigue and irritability because of dealing with the same group of children all day, lack of planning time, and inconsistent scheduling of special activities. They believed that although parents liked the ease of transportation, some parents were confused by the schedule. Teachers thought that communication with parents was more difficult. In the classroom, teachers found they had more time for extended projects, play and self-directed activities; however, they gave up traditional calendar activities, increased review time, and found that theme units disintegrated. Teachers perceived a decrease in busing expenditures. Results suggest that the scheduling change was not in the best interest of children in this district. Recommendations for school districts were also drawn from the results, including recognizing children's needs, supporting teachers, and keeping parents informed. Recommendations for

Education; *Internet; Professional Development; *Rural Schools
IDENTIFIERS- Access to Technology; *University of Tennessee Martin; *Weakley County School District TN

In spring of 1995 a partnership was formed between the Weakley County, Tennessee, school system and the Center of Excellence for Science and Mathematics Education (CESME) at the University of Tennessee at Martin to provide Internet access and training to rural teachers. The school system provided each of 20 science and mathematics teachers with a computer and telephone cable, and CESME supplied modems and software and paid for the telephone service to teachers' classrooms. Teachers attended a 16-hour training program over one semester that included use of the World Wide Web (WWW), newsgroups, and E-mail. Homework was completed via E-mail between sessions. A technology use survey administered at the beginning and end of the semester showed increases in the 27 items concerning Internet and computer use and feelings of competence. For the following fall semester, 15 of the 20 teachers accepted the option of keeping the Internet connections if they would develop a school WWW page and initiate a collaborative classroom project involving Internet use. The fall semester training was conducted through two face-to-face sessions, a WWW site, and E-mail. (TD)

ED 396 871 RC 020 506

National Tribal School Bonding Bill Position Paper.
PUB DATE- 2 Aug 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; American Indians; *Bond Issues; *Construction Needs; *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; Federal Indian Relationship; *Federal Legislation; Financial Needs; Position Papers; *School Buildings; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools

As of August 1995, there exists a backlog of $800 million in needed facility improvements, repairs, and construction in schools funded by the Bureau of Indian Affairs (BIA). The cost and number of projects has risen to a level that exceeds current program funds. With the school buildings deteriorating and the student population increasing, there is an immediate need to fund these projects. This position paper proposes a Congressional bill to create a National Indian Bonding Authority that would issue bonds to finance these projects. Existing education program money and reserve funds would be the repayment source and security for the bonds. These existing funds would be leveraged through the bonds to fund substantially more projects. BIA and tribal grant schools would establish the projects, which would be approved by existing federal agencies. A bonding underwriter would underwrite and sell the bonds, the proceeds of which would be deposited with a bond trustee acting as a disbursement agent. The issue of timely payment of principal and interest by the Indian Nations is removed by having the debt service moneys come directly from the U.S. Treasury. Included are a memo from the Acting Inspector General reflecting difficulties in the BIA audit, data on some of the unobligated and unattached construction funds that could be used to leverage and secure construction bonds, and a cover letter soliciting support for the initiative. (Contains three tables.) (TD)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Familiarity; *Interpersonal Relationship; *Parent Grievances; Parent Participation; *Parent School Relationship; Phenomenology; Qualitative Research; *Rural Schools; School Community Relationship; *Social Environment
IDENTIFIERS- *Parent Experience

This paper examines parents' experiences of knowing and being known by others in the rural schools attended by their children. Within a larger phenomenological research project on parents' experiences of standing up for their children at school, the condition of knowing and being known stood out clearly as a function of parental involvement in rural schools. Several interviews were conducted with each of eight parents from five rural families who had been involved in conflict with the school and who were well known and active in their communities. The conflicts between parents and administrators or teachers involved the attempted retention in grade of a dyslexic child with a high IQ, immediate dismissal from the track team of a boy charged with a misdemeanor before any legal processes took place, parents' perception that Black children were receiving less teaching time and attention than White classmates, humiliating remarks about a child made by a coach during gym class, and the suspension of two girls for fighting. Through use of interview summaries and direct quotations, an understanding of the reciprocal knowledge of parents and staff in rural schools is developed in three themes: (1) we know the teachers and principal; (2) whenever a child has a problem at school, it becomes common knowledge in the community; and (3) what happens at school can change relationships between parents and school staff and between parents and their friends in the community, and can interfere with parents' professional association. An appendix describes the research methodology. (SV)

ED 396 888 RC 020 640

Lee, Valerie E.; Smith, Julia B.
High School Size: Which Works Best, and for Whom? Draft.
SPONS. AGENCY- American Educational Research Association, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 27 Mar 96
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Equal Education; *High Schools; High School Students; Minority Groups; *School Effectiveness; *School Size; *Socioeconomic Status

This paper examines how students' reading and mathematics achievement gains over the high school years are influenced by the size of the high school they attend. Analyses of three waves of data from the National Educational Longitudinal Study of 1988 used hierarchical linear modeling methods to examine three questions: (1) which size high school is most effective for students' learning; (2) which size is most equitable; and (3) whether the effects of school size are consistent across

NOTE- 14p.; For related documents, see SE 055 797-798.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Climate Change; *Directories; Educational Resources; Elementary Secondary Education; Environmental Education; *Information Sources; *Organizations (Groups)
IDENTIFIERS- Environmental Organizations

This directory lists organizations which are primarily concerned with issues related to global climate change. The listing is intended to be accurate and complete for the time of publication. Information for 21 organizations includes address, contacts, phone numbers, date founded, staff size, organization and financial support, mission, activities, and publications. (LZ)

ED 396 906 SE 055 958

Ohio SchoolNet. Schools on the Move.
PUB DATE- Feb 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Networks; Demonstration Programs; *Educational Technology; Elementary Secondary Education; Public Education; Science Education; *State Government; State Programs
IDENTIFIERS- *Ohio; *SchoolNet

SchoolNet is a state-funded partnership that will facilitate the installation of computer and communications networking technology in public schools and classrooms across Ohio and coordinate its use. SchoolNet seeks to provide Ohio students with expanded course offerings; more individualized educational opportunities; interactive learning opportunities; linkages with libraries, universities, and other classrooms across the state and nation; access to world-wide databases and information resources; and information exchanges among teachers and students down the hall and around the world. This booklet describes 14 prototype projects in one or more Ohio schools within a single district, several school districts, or selected schools within several districts. Each description provides an explanation of the major components of the program. Prototype schools receive wiring, professional development for educators, and charter membership in the SchoolNet state newtork. (LZ)

ED 396 907 SE 058 048

Muyanda-Mutebi, Peter, Ed.; Yiga-Matovu, Martin, Ed.
Environmental Education for Sustainable Development for Primary School Teachers and Teacher Educators in Africa.
PUB DATE- 93
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Strategies; Elementary Education; *Environmental Education; Foreign Countries; *Knowledge Base for Teaching; Natural Resources; Science Activities; *Sustainable Development; Teacher Education; Teaching Methods; Technology
IDENTIFIERS- *Africa

goals of this conference were to review past experiences about theory and practice in science education in both developed and developing countries, identify factors influencing successful practice around the world, distinguish priorities for science education in the 21st century, and develop a plan for action for achieving these priorities. The overview chapter which is based mainly on the Keynote addresses and Plenary sessions focuses on the following themes: goals and needs in science education, a look at the educational system, a look at the learner and the teacher, and assessment and feedback in science education. The papers included reflect a number of important issues relating to the nature of contemporary science education research and its implication for practice, whether in a developed or in a developing country. The chapters are organized around the main conference strands: The Learner, The Teacher, The Classroom, and the Curriculum. (JRH)

ED 396 928 SE 058 581

Wilson, Frederic R.; Julian, Timothy E.
STREAMS: Science Teams in Rural Environments for Aquatic Management Studies. An Interdisciplinary Environmental Education and Water Study Program.
SPONS. AGENCY- Center for Rural Pennsylvania, Harrisburg.; Juniata Coll., Huntingdon, Pa.; Pennsylvania State Education Association, Harrisburg.; Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- 95
NOTE- 66p.; Support also received from the Pennsylvania Space Grant Consortium.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Environmental Education; Field Studies; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Problem Solving; *Rural Areas; Science Process Skills; Technology; *Water Resources
IDENTIFIERS- Alternative Assessment; *Aquatic Life

This booklet was created to assist teachers in integrating local environmental education topics into their classroom curriculum. It comprises curricular and instructional materials for developing students' awareness about and concern for water resources, and taking action to protect them. It enables students to learn that they are able to make a difference by helping to solve community water-related problems and that work on controversial water-related issues can achieve positive results for the community. This project fosters learning the skills of inquiry in conjunction with learning to use technology to aid in the inquiry process. The curricular materials included can be utilized in social studies, science, mathematics, and language arts classes. Each curricular topic includes the general goal, specific student objectives, procedure for instruction, assessment strategies, and the resources to implement each topic. Topics include: stormwater runoff, erosion and sedimentation, household pollutants, environmental action, nutrient enrichment, water quality monitoring, limnological testing, water treatment plants, waste water treatment plants, studying a stream from headwater to mouth, groundwater, wetlands, acidity/acid precipitation, and computer technology. A list of audio visual materials and valuable contacts is also included. (JRH)

ED 396 929 SE 058 584

that science application courses provided a better environment for developing student creativity than the GER science courses and also encouraged students to actively practice science and to apply the activities to real world situations. It was concluded that this study supports the statement that many students are turned off by the traditional science courses oriented around a lecture format with memorization of facts. Contains 14 references. (JRH)

ED 396 951 SE 058 679

Dass, Pradeep Maxwell
Interdisciplinary Science Courses for College General Education Requirements: Perspectives of Faculty at a State University.
PUB DATE- 23 Apr 96
NOTE- 13p.; Paper presented at the Scientific Literacy and the GER Student Mini-Conference (Iowa City, IA, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; *Faculty; *General Education; Higher Education; *Interdisciplinary Approach; Nonmajors; *Science Curriculum; Scientific Literacy; *Teacher Attitudes

Science educators have been advocating a broader role for science education--that of helping all students see the relevance of science to their own lives. Yet the only experience with post-secondary science that non-science majors get is through a couple of science courses which are part of the general education requirements (GERs) for a liberal arts undergraduate degree. This study explores perspectives of faculty at the University of Iowa with regard to the purposes of science GER courses, their success in fulfilling these purposes, and the desirability and feasibility of offering interdisciplinary courses for science GERs. Data collection included interviews with instructors of science GER courses, members of the Natural Sciences Coordinating Committee, administrators, and instructors of interdisciplinary courses. Results indicate that the faculty can be divided into two types: those who want all students, science majors and non-majors alike, to learn as much information as possible in a semester long course; and those who feel that the amount of information covered is not as important as the type of information and the approach by which the information is presented within a context of relevancy and meaningfulness. This study also indicates that faculty generally support the idea of development of scientific literacy through GER courses in science. Contains 18 references. (JRH)

ED 396 952 SE 058 682

Baker, William P.; Moore, Cathy R.
A Simple ELISA Exercise for Undergraduate Biology.
PUB DATE- Jun 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *College Science; *Enzymes; Hands on Science; Higher Education; *Models; Science Experiments; *Simulation; Undergraduate Study
IDENTIFIERS- *Immunology

Understanding of immunological techniques such as the Enzyme (location, place, human-environment interaction, movement, and region). The lessons can be used individually via integration into the curriculum or collectively used as a complete stand-alone unit. The lessons are desigend to support the teaching of courses in World Geography, U.S. Government/Civics, and Economics from a comparative United States/Germany perspective. Each lesson begins with an outline for teaching that includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. Lessons include: (1) "Location of Germany on the Earth's Surface"; (2) "Physical and Human Characteristics of Germany"; (3) "The Interaction of the German People and Their Environment"; (4) "Cultural Diversity in Germany"; and (5) "German Unification and Regional Changes." (EH)

ED 396 973 SO 025 712

Powe, Faye; Carter, Richard, Ed.
Public Sculpture: America's Legacy. America Past and Present. Study Guide.
PUB DATE- 94
NOTE- 70p.; Accompanying videotape (not available from ERIC) has a running time of 28:25 minutes.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; Art Criticism; *Art Education; Art History; Community; Environment; Interdisciplinary Approach; Intermediate Grades; *Sculpture; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Monuments

This guide presents public sculpture as an effective instructional tool, with the primary emphasis on works contributing to a sense of national or community identity. Sculptures are introduced according to the chronology of persons or events commemorated. The 10 lessons focus on United States history from the Civil War to the present. Unit 1: "Civil War Period," looks at (1) "Abraham Lincoln: Lincoln Memorial" (Henry Bacon); and (2) "Civil War Soldiers: Robert Gould Shaw Memorial" (Augustus Saint-Gaudens). Unit 2: "Western Frontier," examines (3) "Cowboys: Vaquero" (Luis Jimenez); and (4) "Pioneer Women: Madonna of the Trail" (August Leimbach). Unit 3, "Conflict and Resolution," presents (5) "World War II: Iwo Jima Memorial" (Felix de Weldon); (6) "Civil Rights Movement: Civil Rights Memorial" (Maya Ying Lin); and (7) "War in Southeast Asia: Vietnam Veterans Memorial" (Maya Ying Lin). Unit 4: "Community and Environment," looks at (8) "River Towns: Cincinnati Gateway" (Andrew Leicester); (9) "Desert Towns: Wall Cycle to Ocotillo" (Mags Harries and Lajos Heder); and (10) "The Environment: Face Plate" (Buster Simpson). The sculptures are examined in terms of their historic, cultural, and social context and meaning. Each lesson provides background material on the monument and its context, a fact file summary, and a glossary of terms relevant to the lesson. A "Looking at the Monument" section encourages aesthetic analysis of each sculpture. Activities are given for practicing critical thinking skills. Interdisciplinary projects relevant to the sculpture are given. The guide concludes with "Artist Biographies"; "Further Reading"; "A Time Line"; and "Photography and Illustration Credits." (MM)

ED 396 974 SO 025 717

PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Collegiality; Course Content; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Mentors; Multicultural Education; Preservice Teacher Education; *Professional Development Schools; Program Implementation; *Reflective Teaching; Rural Schools; *Second Language Instruction; *Teacher Education Curriculum; Teacher Role; Teaching Experience; Teaching Methods
IDENTIFIERS- *Boundary Spanning; School for International Training VT; Teacher Development

This paper describes the structure and activities of the Windham Partnership for Teacher Education, a collaborative of four rural Vermont elementary professional development schools (PDSs), a high school PDS, and the School for International Training graduate program in foreign language teacher education. Three integrated activities are at the core of the program. In the first activity, foreign language instruction and multicultural education, preservice teachers use authentic materials and study and apply varied foreign language pedagogical principles. In the second activity, Master of Arts in Teaching (MAT) students work as classroom interns for one year. During weekly seminars, they examine and reflect on their teaching experience. The third element of the program is professional development of inservice teachers who serve as mentors for the interns. Mentors meet in biweekly, two-credit mentoring seminars to explore issues associated with learning to teach and developing mentoring skills. Mentors' words are used to illustrate the four major areas where they had moved beyond previously felt or held boundaries: level of self-reflection, levels of professional dialogue with colleagues, boundary between high school and elementary teachers, and shift in professional roles. (IAH)

ED 396 997 SP 036 646

Kuzmeskus, June, Ed.
We Teach Them All. Teachers Writing about Diversity.
PUB DATE- 96
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Coping; Creative Writing; Elementary School Teachers; Elementary Secondary Education; *Multicultural Education; Secondary School Teachers; *Teacher Attitudes; Teacher Characteristics; Teacher Role; *Teacher Student Relationship; *Teaching (Occupation); Workshops; *Writing Instruction
IDENTIFIERS- *Diversity (Student); *Diversity Concept

This anthology of 30 stories, poems, and personal essays on diversity grew out of a writers' retreat for teachers. It features: reflections on diversity--how it can be a positive, strengthening force in teaching and learning; effective strategies for teaching and learning within a diverse population; and practical information about running a writer's retreat for teachers, including a sample writing workshop plan.

first year's practice; and (3) an examination of data pertaining to possible implications for improving teacher education for students from diverse cultural backgrounds. Preliminary analysis of program evaluation data revealed that preservice teachers regularly employed learner-centered instructional strategies in their own practice teaching. Later interviews found use of democratic pedagogy to be integrated into these subjects' classroom practice a year later. Distinctive traits of this program contributing to these outcomes included: a site-based learning context combined with a calculated shift from a social behaviorist to a pragmatic approach toward curriculum and instruction methods; a common philosophical base shared by the university and public school sites; and simultaneous teacher socialization and methods training. (Contains 53 references.) (Author/PB)

ED 397 014   SP 036 726

Newbold, Susan; And Others
Connections: Partnerships Helping All Students Succeed.
PUB DATE- Feb 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Cooperation; Databases; Delivery Systems; Demonstration Programs; Educational Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Integrated Services; *Partnerships in Education; Preservice Teacher Education; School Community Programs; *School Community Relationship; Social Support Groups; Student Needs; Teacher Education
IDENTIFIERS- Missouri; William Woods College MO

This paper describes a professional development initiative aiming to develop strong school/community partnerships, building the capacity for integrated, school-linked services and developing diverse models for community collaboration. Early in the 1995-1996 school year, seven school districts in mid-Missouri were recruited to begin developing models for community collaboration. Each district identified a Leadership Cadre, to include: the district administrator; a building principal, a counselor or special service coordinator; and a classroom teacher. These groups met monthly at William Woods University to network and receive training on: identifying situations that place children at risk, developing coordinated approaches to meeting students' needs, and effectively linking the school to community resources. Following monthly training sessions, each cadre in turn trained its own community team (including parents, students, human services providers, and other community representatives). During the second project year, pilot sites plan to use these community teams to move toward more school-linked services for students and their families, while five additional pilot sites will be added per year. Additional features of the program include an online database of community resources, monthly inservice opportunities, an interdisciplinary forum for preservice teachers, and an annual special education conference. (PB)

ED 397 015   SP 036 727

the administrators, it was found that bilingual education and English-as-a-Second-Language (ESL) instruction are widely misunderstood. Eight of the 10 participating school districts did not take advantage of federal funding opportunities. In several South Texas schools, the curriculum is geared to transitioning students into all-English instruction as quickly as possible, with Spanish language use discouraged. Parents of students identified as limited-English-speaking (LEP) frequently declined bilingual program participation, did not respond accurately to home language surveys, and did not volunteer for language proficiency assessment committees. Other problems included inconsistency in committee functions, lack of equity between bilingual, gifted and talented, and special education, difficulty in hiring qualified ESL teachers, and communication problems within schools. Implications are drawn. A summary in Spanish of administrators' responses to interview questions is appended. (MSE)

ED 396 564 FL 023 926

Godina, Heriberto
Indigenous Mexican Culture's Influence upon the Reading Preferences of Chicana and Chicano Middle-School Students.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the International Reading Association (39th, Toronto, Ontario, Canada, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Education; *Indigenous Populations; Intermediate Grades; Junior High Schools; *Mexican Americans; Middle Schools; *Reading Habits; *Reading Interests; Student Attitudes
IDENTIFIERS- *Middle School Teachers

A study investigated the effects of instruction in indigenous Mexican culture on Chicana and Chicano adolescents' reading preferences. Subjects, 81 Mexican-American students in a Southwestern middle school, were administered a culture interest inventory as a pre- and post-test for identifying reading preferences. Students participated in 4 days of lectures and presentations on use of the Nahuatl language, Aztec dance, the Aztec calendar, and Mesoamerican pyramids by an authority on indigenous Mexican culture. Related information was also presented throughout the school year. Results indicate that student interest in and voluntary selection of texts on Mexican culture increased. Teachers who support and encourage this interest are seen as valuable agents of literacy for minority students who might otherwise not have access to these topics through literature. (Author/MSE)

ED 396 565 FL 023 927

Malcolm, Ian G.
Aboriginal Student Enclaves as Discourse Communities.
PUB DATE- 22 Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Knowledge of the Writer" (Liz Hamp-Lyons); "ESL Writing Assessments: Contradictions and Resolutions" (Daniel Horowitz); "Pre-Text: Task-Related Influences on the Writer" (Liz Hamp-Lyons); "Holistic Assessment: What Goes on in the Raters' Minds?" (Caroline Vaughan); "Reconstructing 'Academic Writing Proficiency'" (Liz Hamp-Lyons); "Statistical Support for Training in ESL Composition: Rating" (Fred Davidson); "Faculty Assessment of ESL Students Literacy Skills: Implications for Writing Assessment" (Ann Johns); "Error Gravity: Faculty Response to Errors in the Written Discourse of Nonnative Speakers of English" (Roberta J. Vann, Frederick O. Lorenz, Daisy M. Meyer); "Placement of ESL/EFL Undergraduate Writers in College-Level Writing Programs" (Robert Carlisle, Eleanor McKenna); "Linguistic/Rhetorical Measures for Evaluating ESL Writing" (Ulla Connor); "Using Performative Assessment Instruments with ESL Student Writers" (Sara Kurtz Allaei, Ulla Connor); "Scoring Procedures for ESL Contexts" (Liz Hamp-Lyons); "Issues in Evaluating and Maintaining an ESL Writing Assessment Program" (Grant Henning); "Program Evaluation Procedures: Reporting the Program Publicly Within the Political Context" (Sybil B. Carlson); and "Issues and Directions in Assessing Second Language Writing in Academic Contexts" (Liz Hamp-Lyons). (MSE)

ED 396 584 FL 023 960

Bakmand, Bente, Ed.; And Others
Papers in Language Policy from the Language Policy Conference (Roskilde, Denmark, January 29, 1996). ROLIG Papir No. 56.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bilingualism; Danish; Foreign Countries; *Language Attitudes; *Language Planning; Machine Translation; Multilingualism; *Public Opinion; *Public Policy; *Second Languages; Teacher Role; Uncommonly Taught Languages
IDENTIFIERS- Denmark; European Union; France; Germany; Great Britain

The papers included in this issue are from a conference on language policy. The papers are: "Why Promote European Multilingualism? French Experience" (Claude Truchot); "German Attitudes to European Language Policy" (Ulrich Ammon); "Minority Language Rights in Contemporary Europe" (Tove Skutnabb-Kangas); "Teacher Identities in Britain and Denmark in the Europeanisation Process" (Karen Risager); "Sub-Cultural Identities" English-Danish Grassroots Bilingualism" (Bent Preisler); "Danish Scholars and Languages of Scientific Communication" (Robert Phillipson, Kangas); "EU and Danish Support for Linguistic Engineering and Computerised Translation in a 'Small' European Language: Results and Implications for the Relationship between Danish and More Widely Used Languages" (Bente Maegaard); "EU-Supported Studies of Danish Perceptions of the Need for Language Policies in the Business Community" (Annelise Grinsted). Some points from the concluding discussion session are reported by Bente Bakmand, Phillipson, and Skutnabb-Kangas. Excerpts from a White Paper on education and training by the Commission of the European Communities is appended. (MSE)

ED 396 585 FL 023 966

Byrd, Patricia, Ed.
Material Writer's Guide.

graduate study in Illinois and trend data since 1984. (Author/JPB)

ED 396 602 HE 029 227

Statewide Analysis for Public University Program Review in 1996-97: Synopsis.
PUB DATE- 2 Jul 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Cost Effectiveness; *Degrees (Academic); *Economic Factors; Engineering Education; *Enrollment Trends; Foreign Students; Higher Education; Home Economics Education; Interdisciplinary Approach; Liberal Arts; Mechanics (Process); Natural Resources; Nontraditional Students; Philosophy; *Policy Formation; Program Costs; Psychology; Religion Studies; *State Colleges
IDENTIFIERS- *Illinois

This report summarizes each public program area in higher education in Illinois to be reviewed during the 1996-97 academic year and identifies the special issues pertinent to each. These programs include agriculture, engineering-related technologies, mechanics and repair, home economics, multi- and inter-disciplinary studies, natural resources, philosophy and religion, psychology, transportation, general liberal arts, and general liberal arts programs including the Board of Governors Bachelor of Arts program, an individualized program providing adults an opportunity to complete a Bachelor's degree. The study found an increase in enrollment in baccalaureate programs in agriculture, natural resources and psychology; a decline in enrollment and degrees granted in baccalaureate programs in engineering technologies, home economics, mechanics and repair and interdisciplinary studies; a low demand for philosophy and religion courses at the Bachelor's level; and slight risk in baccalaureate degrees in liberal arts. Trends in these programs at graduate level as well as statistics on gender, race, and foreign students, and cost effectiveness of all programs at all levels are noted. (CK)

ED 396 603 HE 029 228

Review of Trends in Tuition and Fees and Student Financial Aid.
PUB DATE- 2 Jul 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Change Agents; College Students; Community Colleges; Decision Making; *Educational Finance; Higher Education; Paying for College; Private Colleges; State Colleges; State Universities; Student Employment; *Student Financial Aid; Student Loan Programs; Student Needs; Surveys; *Trend Analysis; *Tuition; Tuition Grants
IDENTIFIERS- *Affordability; *Illinois

This annual report on college affordability provides information pertinent to tuition and fee decision making designed to assist Illinois college and university governing boards in finding a balance between keeping college affordable for students and generating sufficient revenue to defray a portion of the cost of providing quality instruction. Trends identified by a 1995 inadequacies are given. Also included are comments of SUNY officials who concurred with the recommendations and indicated steps taken to implement them. (CK)

ED 396 622 HE 029 252

Clinton, William
Remarks by the President at Princeton University Commencement Address.
PUB DATE- 4 Jun 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Change Strategies; College Students; *Economic Opportunities; Federal Aid; Financial Policy; *Futures (of Society); Higher Education; Internet; *Paying for College; Scholarships; Student Loan Programs
IDENTIFIERS- *Clinton (Bill); *Princeton University NJ

This speech by President William Clinton addresses the 1996 graduating class of Princeton University on the occasion of Princeton's 250th anniversary. After his opening remarks, the President touches on the importance of the graduating seniors' education as well as the importance of education in general to the nation's future. He compares the current year to a century ago and mentions the advent of a new millennium, calling it the Age of Possibility. He goes on to such topics as economic reform, investment in new technologies and environmental protection, long-term growth and opportunities, and international trade. he then focuses on educational issues and his Administration's proposals including the need for Americans to have a college education to succeed in the future, the role of the Internet, the goal of making the 13th and 14th years of education as available to Americans as the first 12 years are now, improved accessibility of student loans from the Federal government, federal tax policy to encourage college attendance, and more public scholarships to help academically successful students to attend college. (CK)

ED 396 623 HE 029 253

Women & Medicine. Physician Education in Women's Health and Women in the Physician Workforce. Fifth Report.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- Jul 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Careers; *Change Strategies; Competence; *Females; *Health Services; Higher Education; Individual Characteristics; *Medical Education; Medical Services; *Physicians; Sex Bias; Trend Analysis

This report examines the quality of physician education in health care for women and efforts to promote equity in the status of women physicians. Part 1 identifies five general findings concerning health needs of women (e.g., women receive fragmented, uncoordinated care and there have been gender inequalities and biases in research), suggests components of a new paradigm in women's health, and identifies competencies needed by physicians in women's health. It notes demographic shifts that affect health services for women such as the administrators in the next 5-10 years. Responses were tabulated by sex, highest degree held, and institutional type. Results indicated that technical competence, particularly in budgeting and finance, was the most commonly desired competence. The need for contextual competence, or the understanding of the environment in which higher education administration is practiced, competed with interpersonal competence for the second most desired ability. Communicative competence was the fourth most desired, and conceptual competence the fifth and least desired. Implications for training administrators are discussed briefly. A brief bibliography is included, and definitions of the five competencies are appended. (Contains nine references.) (MSE)

ED 396 642 HE 029 272

Robinson, Christine
One Solution to Minority Graduate Students' Discontent at Peabody College.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Change Strategies; *College Environment; *Graduate Students; Helping Relationship; Higher Education; *Mentors; *Minority Groups; Organizational Change; Program Descriptions; Program Effectiveness; *Social Support Groups; Student Attitudes; Student College Relationship; *Student Needs; Student Recruitment; Teacher Student Relationship
IDENTIFIERS- Diversity (Student); *George Peabody College for Teachers TN; Vanderbilt University TN

A study of minority graduate student needs at Peabody College of Vanderbilt University (Tennessee) found three areas needing improvement: (1) recruiting efforts; (2) social support; and (3) cultural environment. A mentoring program was then designed to address these needs by providing a personal and academic support network for minority students, creating an environment supportive of diversity, and enhancing faculty-student communication. Minority students are recruited before entry at the college. Faculty members are serving as mentors during the program's first year, but in the future experienced mentees will also be encouraged to become peer mentors. Mentors are not limited to those who are members of a minority group, both to expand relationships and increase interactions across campus and because the minority faculty population is small. When possible, formal mentor training sessions are provided; when this is not possible, informal training occurs, with participation of "model" mentors and mentees. Matching of students and mentors is based on shared research interests when possible. Mentor activities include a fall orientation, monthly social events, and a year-end celebration. An interim evaluation of the first year found very positive responses. Program participation increased during the year. Some participant comments are included here. (Contains 14 references.) (MSE)

ED 396 643 HE 029 273

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; *Educational Quality; Federal Regulation; Government Role; Higher Education; *Institutional Evaluation
IDENTIFIERS- *Department of Education

This document explains the recognition of accrediting institutions in the United States by the Secretary of Education. Preliminary information on accreditation in the United States covers the functions of accreditation, the overall accrediting procedure, types of accreditation, and nongovernmental coordinating agencies. A section on national recognition of accrediting agencies and associations by the U.S. Secretary of Education includes information on the Accrediting Agency Evaluation Branch and the National Advisory Committee on Accreditation and Institutional Eligibility. The full text of the federal regulations concerning the Secretary's procedures and criteria for recognition of accrediting agencies is included. The Department of Education's list of nationally recognized accrediting agencies and associations is also included and provides information on regional institutional accrediting associations, regional institutional accrediting commissions, and national institutional and specialized accrediting bodies, listed by subject area. Usually provided for each listing are the organization's name; dates of initial listing, last review, and next regular review; and contact information. The list of accrediting agencies and associations recognized for their preaccreditation categories is also provided. The recognition process from petition format through final decision and petition for extension of scope is explained. (DB)

ED 396 662 IR 016 608

Devine, Elton A.
Technology in the Classroom: Current Developments and How They Can Be Funded.
PUB DATE- 93
NOTE- 35p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Computer Assisted Instruction; Computer Games; Computer Software; Computer Software Evaluation; *Educational Technology; Financial Support; Higher Education
IDENTIFIERS- *Business Technology

This paper explores the use of technology in teaching business topics at the university level. The use of technologies in the classroom has been developed in a greater degree for non-business disciplines. Specific software programs are listed as well as business games. Finally, a listing of external funding sources is presented to assist in financing technological innovations which cannot be funded from the usual university sources. Included in the appendices are computer and high technology grants and foundations which emphasize education. (Contains 4 references.) (Author/JLB)

ED 396 663 IR 017 827

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; *Computer Science; *Computer Simulation; Educational Technology; Higher Education; Models; *Science Education; Scientific Concepts; Student Projects
IDENTIFIERS- *Computational Models

Computational science includes the use of computer-based modeling and simulation to define and test theories about scientific phenomena. The challenge for educators is to develop techniques for implementing computational science in the classroom. This paper reviews some previous work on the use of simulation alone (without modeling), modeling alone (without simulation), and computer-based modeling and simulation. In addition, it describes Emile, an environment which offers software-realized scaffolding to support student modeling activities. Four figures depict a physics explorer simulation of gravity; a student's simulation created in Emile; and Emile text program components. (Contains 23 references.) (AEF)

ED 396 684 IR 017 860

Kiper, James D.; Bishop-Clark, Cathy
Laboratories for a Liberal Education Computer Science Course.
PUB DATE- 94
NOTE- 5p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Computer Literacy; *Computer Science; Cooperative Learning; *Courses; Critical Thinking; *General Education; Higher Education; *Learning Laboratories; Skill Development
IDENTIFIERS- *Miami University OH

Computer science and other computer related fields are faced with the high velocity of change in technology. Far more important than the knowledge of a particular software package is the liberal education skills that are learned in the process. This paper reviews the laboratory component of a new computer science course offered at Miami University (Ohio) that focuses on developing these skills. The liberal education objectives of the course included thinking critically, understanding contexts, engaging with other learners, and reflecting and acting. Student lab groups experimented with the computer, made hypotheses, and then conducted further, more specific experiments. They did not develop proficiency in any one package, but instead were exposed to the potentials and limitations of many. Overall, the instructors of the course were pleased with the success of the laboratories and the majority of students agreed that the laboratories were successful in achieving the liberal education goals of the course. (AEF)

ED 396 685 IR 017 861

Ogozalek, Virginia Z.; And Others
Introducing Elderly College Students to Multimedia: An Intergenerational Approach.

favorite and least favorite activities; application of individual talents; improvement in academic skills; social developments; and leadership opportunities. The survey was distributed at the beginning and at the end of the 1995-96 school year. Results of the study indicated overall increased computer use and increased student motivation and interest. Class activities are described in detail and 17 figures depict photographs of the classroom and copies of student projects. (Contains 39 references.) (AEF)

ED 396 705 IR 017 915

Telemation Project Evaluation. Final Report.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 13 Nov 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; Educational Development; Educational Planning; *Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Program Evaluation; *State Programs; *Telecommunications
IDENTIFIERS- *California

This final report presents the evaluation procedures and data pertaining to the California Telemation Project, a statewide effort which began in 1993 to equip K-12 educators and administrators with the skills and knowledge necessary to successfully use telecommunications technology in support of teaching and learning. The report consists of three parts: (1) Project Overview and Evaluation Plan; (2) Evaluation Findings and Analysis; and (3) Implications for Future Planning. The evaluation questions focused on five major areas of inquiry: organizational structures, participants, and partners; implementation and follow-up resource assessment; training and support assessment; impact on teachers, students, and the school; and overall reactions to the telemation program. Major findings include: (1) the recruiting process for telementors yielded highly motivated and competent telecommunications resource staff; (2) there was some inconsistency and confusion regarding the role to be played by regional partners; (3) the degree of participation in the project by administrators was fairly low; and (4) local sites' follow-through on the commitment to provide telementors with the necessary access to equipment and resources was inconsistent. Extensive recommendations are given. Appendices include assessment and evaluation instruments; state telementor curriculum plans; telementor application and recruitment materials; and list of partners and telementors. (AEF)

ED 396 706 IR 017 917

Cradler, John; Bridgforth, Elizabeth
Telecommunications Technology and Education: What Have We Learned from Research and Experience?
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 95
NOTE- 185p.; For the Telemation Project evaluation, see IR 017 915.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; *Educational Policy;

ED 396 723 IR 017 936

Dolan, J. R.
Getting the Job Done: Distance Learning in the RAAF.
PUB DATE- 96
NOTE- 7p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Case Studies; *Computer Assisted Instruction; Computer Mediated Communication; *Computer System Design; Cost Effectiveness; *Distance Education; Educational Technology; Foreign Countries; *Military Training; Program Development; *Training Methods; Training Objectives
IDENTIFIERS- *Australia; Computer Services; *Royal Australian Air Force

The aim of Royal Australian Air Force (RAAF) training is to provide RAAF personnel with the skills, attitudes, and knowledge necessary for them to do their jobs effectively. This paper discusses the issues involved in implementing a training system using the Royal Australian Air Force Distance Learning System (RAAFDLS) as a case study. To determine what sort of an infrastructure the RAAFDLS needed to accommodate all of the training needs in distance learning, and to what extent distance learning would be used, training providers were surveyed on what courses have the potential to convert to a distance learning methodology and what methods and media could best be used to deliver the course. A number of courses were identified as having potential for conversion, and many educational technologies were recommended for use in the new system. To generate the potential for savings in implementing the system, the costs of the equipment and savings in training time were calculated and compared. It was determined that the proposal for the RAAFDLS would provide the following services: data conferencing (computer mediated communication); delivery of computer based learning; voice conferencing; and computer-managed learning. These services would enable students to: communicate with teachers and fellow students; gain access to teaching materials such as lecture notes and assignments; and have access to many of the information sources accessible to students who attend formal classroom teaching. Equipment needs for these services are listed, and details are provided concerning the Distance Learning Agency and Base Training Centers established to manage and administer the RAAFDLS and its resources. (Contains 13 references.) (AEF)

ED 396 724 IR 017 937

Edmonds, Roger
Distance Teaching with Vision.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931. Contains illustrations which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

objective of the project is to develop high quality management skills for the growing major events industry. The simulated event, "SuperFest," will guide users through the planning and running of a major hypothetical festival comprising a range of cultural, entertainment, promotional, and sporting events. Other modules will engage users in planning, resourcing, staffing, and control activities, as well as dealing with randomly generated occurrences which real-life events managers might face. Students will learn about events management principles, project management, budgeting, and making decisions under pressure. The multimedia component will stimulate user interest and enhance learning, and enable lecturers and students to familiarize themselves with that learning/teaching mode. Learning outcomes will be measured by pilot testing and oral and written feedback by students, lecturers, and events and festival managers. (Author/SWC)

ED 396 741 IR 017 954

Ramsay, Grahame
The Instructional Design Transition from Distance to Flexible Delivery Materials.
PUB DATE- 96
NOTE- 6p.; In: Learning Technologies: Prospects and Pathways. Selected papers from EdTech '96 Biennial Conference of the Australian Society for Educational Technology (Melbourne, Australia, July 7-10, 1996); see IR 017 931.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Delivery Systems; *Distance Education; Educational Strategies; Foreign Countries; *Independent Study; *Instructional Design; Postsecondary Education; Program Development; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Flexible Learning; Learning Environment; *Stakeholders

The techniques of instructional design that have been applied to the preparation of distance materials for independent learning are now being applied to the production of materials that are to be used in flexible delivery of subjects. This allows subjects to be offered which require face to face work but can also have a major component of independent study. Flexible delivery is about delivering education to students who for some reason cannot presently access a subject. That is the reason why distance educators have traditionally provided the flexibility of distance learning. Flexible learning is essentially a delivery issue. This paper provides a case study of the development of a book called, "Working with Grief and Loss," by the Open Training Education Network (OTEN) (Australia), with emphasis on the role of the eight stakeholders in the final outcome of the project. Instructional design issues include the development of project specifications, and identification of stakeholders and learners. Flexible delivery in practice is much more about delivering education to students who for some reason cannot presently access a subject, hence the reason why distance educators have traditionally provided the flexibility of distance learning. Flexible learning is essentially a delivery issue. The stakeholders in the project, those who influence the content and delivery of the learning programs, both internal to the educational process (students and teachers) and external (government), had more input than the learners on how the

Bliss devised his own, which was based on a main class order that provided for collocation of related classes. Although not currently used in the United States, the Bibliographic Classification continues to be utilized by approximately 50 libraries in the United Kingdom. Advantages and criticisms are presented for Bliss's system, which is often praised in library science textbooks, yet seldom used as the trend in libraries has been to either the Dewey Decimal or the Library of Congress classification systems. (Contains 24 references.) (Author)

ED 396 759 IR 055 930

Masters, Denise G.
Total Quality Management in Libraries. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Strategies; Improvement; *Library Administration; Library Personnel; *Library Planning; Library Services; *Organizational Development; Problem Solving; Staff Development; Strategic Planning; *Total Quality Management
IDENTIFIERS- Barriers to Change; ERIC Digests

Total Quality Management (TQM) is "a system of continuous improvement employing participative management and centered on the needs of customers." Key components of TQM are employee involvement and training, problem-solving teams, statistical methods, long-term goals and thinking, and recognition that the system, not people, produces inefficiencies. Libraries can benefit from TQM in three ways: breaking down interdepartmental barriers; redefining the beneficiaries of library services as internal customers (staff) and external customers (patrons); and reaching a state of continuous improvement. Potential barriers to the adoption of TQM in libraries include: objections to the vocabulary, lack of commitment, attempting to solve problems to quickly, and resistance of professional staff. The notable principles of TQM are summarized as follows: (1) manage by fact; (2) eliminate rework; (3) respect people and ideas; and (4) empower people. By formulating a strategic plan, and following it with a commitment to continue quality improvement, library managers can transform and improve their organizations. (Contains 13 references.) (Author/AEF)

ED 396 760 IR 055 932

Libraries Are for Babies, Too! Videotape.
PUB DATE- 95
NOTE- Running time: 20 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Infants; Library Development; *Library Extension; *Library Services; *Outreach Programs; Parent Workshops; *Public Libraries; Users (Information); Videotape Recordings
IDENTIFIERS- *Maine

This video, produced and shot in Maine libraries, provides a tour of five different approaches to library services for babies. Highlights include: "Finger Fun for Babies" at the Portland Public Library; "Small Is Beautiful" at the Wells Library; unique outreach activities sponsored by the Casco Library and connection between reading and writing and linking DE courses with career areas. Appendixes include the task force appointment letter; the Task Force sub-committee reports and recommendations; results from the student survey; data on entrance testing results, percentage of credits and hours devoted to remedial and compensatory education, pass rates for DE courses, multiple repeaters, and class size; and summaries of focus groups. (TGI)

ED 396 778 JC 960 388

New York City Technical College Liberal Arts Program Review. Final Report.
PUB DATE- Apr 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; College Transfer Students; Departments; *Liberal Arts; Majors (Students); *Program Effectiveness; *Program Improvement; Self Evaluation (Groups); Success; Technical Institutes; Two Year Colleges
IDENTIFIERS- *City University of New York NYC Technical Coll

In October 1995, New York City Technical College undertook a review of the Liberal Arts program to determine the extent that established outcomes were achieved. Specifically, the review sought to determine students' success in completing the program, their mastery of the basic skills emphasized in the program, the effects of the program on students, transfer outcomes, and general program strengths and weaknesses. Data were gathered from a spring 1995 alumni survey, studies of the 1988 and 1990 student cohorts, a spring 1996 survey of Liberal Arts students, and an analysis of transfer outcomes. Major program strengths identified in the review included the existence of a well-educated faculty, a broad and diverse curriculum, a diverse student body, extracurricular opportunities for students, and the development and maintenance of academic standards. Weaknesses included the lack of an academic Liberal Arts department to assume ownership of and responsibility for the program, the need to revise admission policies to avoid admitting students into the program simply because they were not admitted into other programs or have not decided upon a major, the inadequacy of financial resources, and low program completion rates. Appendixes provide the college mission statement and organizational chart, lists of Assessment Committee members, a description of current and proposed Liberal Arts degree requirements, and data tables. (TGI)

ED 396 779 JC 960 404

Petrowsky, Michael C.
The Two Week Summer Macroeconomics Course: Success or Failure?
PUB DATE- Jul 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Course Evaluation; *Course Organization; Curriculum Evaluation; Diaries; *Economics Education; *Experimental Curriculum; Macroeconomics; Nontraditional Education; Program Effectiveness; *Summer

PUB DATE- 24 Jul 95
NOTE- 12p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Community Colleges; Cooperative Programs; *Corporate Support; *Education Work Relationship; *Job Training; *Partnerships in Education; Program Descriptions; *School Business Relationship; School Community Programs; Two Year Colleges; Work Experience Programs
IDENTIFIERS- *Catonsville Community College MD

Catonsville Community College (CCC), in Maryland, has developed partnerships with business, industry, government, and other educational institutions to address the educational needs of the community. Programs established as a result of these partnerships include the following: (1) an automotive technology program sponsored by major automobile makers that provides students with new cars for training purposes, employment sponsorship, low tuition, paid cooperative experience, an associate degree, and high tech training; (2) designation by the AutoDesk company as an Authorized Training Center in computer-aided design, allowing CCC access to state of the art technology and providing annual upgrade training for faculty and credit and non-credit courses for students; (3) a school-to-work consortium with representatives from private industry and secondary and postsecondary institutions that focuses on encouraging high school students to continue their postsecondary education and providing them with a structured work experience; (4) an environmental technology education and training program with the Western School of Technology and Environmental Design, providing students interested in careers as environmental technicians with specialized training in environmental processes and technologies and workforce learning opportunities; and (5) dual and concurrent enrollment between CCC and the Baltimore County Public School system that enables high school students to enroll in community colleges during their junior and senior years. (TGI)

ED 396 797 JC 960 424

Brown, A. Lee, Jr.
Bridges and Barriers to Faculty Vitality: The Grossmont College Project, 1995-1996.
PUB DATE- May 96
NOTE- 16p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Planning; Community Colleges; *Cooperative Planning; *Faculty College Relationship; *Faculty Development; Job Enrichment; *Job Satisfaction; Program Development; *Teacher Burnout; Teacher Improvement; Teacher Motivation; Two Year Colleges
IDENTIFIERS- *Grossmont College CA

Grossmont College, in California, undertook a project to address

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; *Class Activities; Classroom Environment; Elementary Secondary Education; Emotional Development; *Enrichment Activities; Interpersonal Relationship; Models; Physical Development; Preschool Education; *Self Concept; *Self Esteem
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

A sense of self-worth and trust in oneself provides the will to survive, the desire to create, the ability to learn, and the courage to reach out and connect with another human being. This guide provides a self-worth building model based on the acronym SELF: (1) Sensing; (2) Expressing; (3) Learning; and (4) Forming. The self-worth model focuses on providing ways to develop connections and relationships with others through activities that stimulate the senses and encourage creativity. The goal of the guide is to provide a resource book of activities designed to develop aspects of self, integrate relationship skills in curriculum materials, and help define the roles of human beings in nature, in community, and in the universe. Chapter one provides activities and suggestions to aid in understanding one's self through exploration of body, mind, spirit, and emotions. Chapter two focuses on making relationship connections with others through activities and suggestions for effective listening, expression, communication, and balance. Chapter three provides activities and suggestions for the journey of life examining life processes, experiences, and visions. Chapter four provides activities and suggestions for teachers to provide a positive and supportive classroom climate to aid in the development of student's self-esteem. The appendix provides additional materials for each of the four chapters. Contains 50 references. (SD)

ED 396 815 PS 024 249

Fraser, Deborah
Collaborative Sense-Making in Symmetrical Peer Dyads.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Cooperation; Elementary Education; Foreign Countries; Interpersonal Communication; *Mathematics; *Problem Solving; Young Children
IDENTIFIERS- *Dyads; New Zealand; Piaget (Jean); Vygotsky (Lev S)

This report describes a study which examined the ways in which children interact and make sense of a range of mathematics problems by working in pairs. Studies of collaborative peer dyads' problem solving have generally been influenced by Piagetian or Vygotskian theories and research approaches. It is noted that the process of dyad collaboration and its supposed benefits requires further examination with children on a range of problems to more precisely understand how dyads may construct meaning and how the collaborative process may influence this. This study had the following three purposes: (1) to provide novel and fresh slants on collaborative peer dyad; (2) to understand what lies behind children's problem redefinition in collaborative peer dyads; and (3) to provide [illegible] details of the phenomenon of collaboration, problem redefinition and the effects of the problem type on these. The

Heart to Heart: An Innovative Approach to Preventing Child Sexual Abuse.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Abuse; *Child Development; Cultural Differences; Early Parenthood; Parent Role; Poverty; Program Design; Self Esteem; *Sexual Abuse; Sexuality; Social Adjustment; *Victims of Crime; Young Children
IDENTIFIERS- Ounce of Prevention Program IL

This pamphlet discusses the problems of child sexual abuse, and introduces the Heart to Heart program created by the Ounce of Prevention Fund in Illinois. The pamphlet begins with reflections of adolescents who were sexually abused during childhood, and presents statistical information on this issue. It also discusses the various effects of childhood sexual abuse on child development and childbearing, the effects of abuse on female adolescents' sexuality and their capacity to learn, and the role of poverty in this issue. The rationale behind the Heart to Heart program is then described, including the goals of the program, and the different group sessions the program offers to teach teen mothers how they can protect their children from being sexually abused. Other aspects of the program described include journal writing and a community project. Contains 13 references. (MOK)

ED 396 835 PS 024 336

McNamee, Abigail S.; Thompson, Patricia
Home Economics Education and Early Childhood Education: The Hestian Connection.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affective Behavior; Attachment Behavior; *Early Childhood Education; Educational Theories; Emotional Experience; Ethics; *Home Economics Education; *Individual Development
IDENTIFIERS- Caring; Gender Issues; *Hestian Hermean Paradigm; Nurturance

Patricia Thompson, a women's studies educator, has in her previous writing proposed the Hestian/Hermean paradigm to distinguish dual systems of action that operate independently in the private, domestic (Hestian) sphere and the public, civic (Hermean) sphere. Based on her concept, this paper suggests that early childhood education might also be considered a Hestian discipline wherein sustenance and nurturance are primary goals. It is pointed out that both early childhood education and home economics education acknowledge the importance of the domestic domain in the development of individuals. The paper discusses the relationship between early childhood education and the Hestian/Hermean paradigm, the underemphasis of the Hestian private domain, the under-conceptualization of the Hermean public domain, and the conceptualization of the Hestian and Hermean systems in early childhood education. The paper also discusses the development of an ethic of caring which permeates the Hestian system. The future research include drawing comparative data from matched groups in other schedules and rural and urban comparisons. (Contains 25 references.) (KDFB)

ED 396 854 PS 024 395

Kids Count Data Book 1996: State Profiles of Child Well-Being.
PUB DATE- 96
NOTE- 345p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Books (010)
DESCRIPTORS- *Adolescents; Birth Weight; Child Health; *Children; Crime; Delinquency; Demography; Dropout Rate; Dropouts; Early Parenthood; Economically Disadvantaged; Infant Mortality; Mortality Rate; One Parent Family; Poverty; State Surveys; Statistical Surveys; Unemployment; Violence; *Well Being
IDENTIFIERS- Arrests; United States; Working Poor

This book provides a national and state-by-state (including the District of Columbia) compilation of benchmarks of the educational, social, economic, and physical well-being of children in the United States. Ten indicators of children's well-being are taken from government sources: (1) percent low birth-weight babies; (2) infant mortality rate; (3) child death rate, ages 1-14; (4) teen violent death rate, ages 15-19; (5) teen birth rate, ages 15-17; (6) juvenile violent crime arrest rate, ages 10-17; (7) percent of teens who are high school dropouts, ages 16-19; (8) percent of teens not attending school and not working, ages 16-19; (9) percent of children in poverty; and (10) percent of families with children headed by a single parent. An overview discusses the implications of the increase in percentage of American children in working-poor families and possible actions to reduce or eliminate their risks. A summary and findings section presents overall trends for each indicator. The bulk of the book consists of graphic and numerical presentations of the indicators nationwide and by state. For each state, background information is presented on demographic changes, income and poverty, health and education, and percent of children in working-poor families. Appendices delineate standard scores and national rankings, states in rank order by indicator, multi-year trend data for Kids Count Indicators, and multi-year national composite ranks. The document ends with definitions of the Kids Count Indicators, the rationale for their selection, primary contacts for State Kids Count Projects, and a list of organizations disseminating this publication. (KDFB)

ED 396 855 PS 024 399

Howard, Nancy A.; Norris, Maureen R.
Source, Characteristics, and Perceived Effectiveness of Classroom Rules.
PUB DATE- 25 Feb 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Discipline; Elementary Education; Mail Surveys; *Student Behavior; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Class Rules

This study was designed to investigate and validate the sources, characteristics, and perceived effectiveness of classrooms rules adopted by classroom practitioners. A survey of classroom

ED 396 872 RC 020 512

Policy Statement on Native Education in Alberta.
PUB DATE- Mar 87
NOTE- 13p.; Photographs will not reproduce adequately. Cover title: "Native Education in Alberta's Schools."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Culturally Relevant Education; Cultural Maintenance; *Educational Policy; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Government School Relationship; Policy Formation; Position Papers
IDENTIFIERS- *Alberta

The Native Education Project Team was established in 1984 to develop a Native education policy in Alberta as a foundation for improving the delivery of quality education to Native students and communities. Information from 180 meetings with Native people throughout Alberta formed the basis for Alberta Education's Native education policy statement, which follows. "Alberta Education supports the development and delivery of programs and services which will: provide enhanced and equal opportunities for Native students to acquire the quality of education traditional in Alberta; challenge Native students to learn and perform to the best of their abilities; provide opportunities for Native students to study and experience their own and other Native cultures and lifestyles; provide opportunities for Native people to help guide and shape the education of their children; provide opportunities for students in Alberta's schools to recognize and appreciate Native cultures, and their many contributions to our province and society." An outline of the proposed implementation of this policy presents eight guidelines that address what will be taught in schools; nine guidelines that address how education can best be delivered to Native students; and nine actions that demonstrate the Alberta government's commitment to building partnerships between Native people, school boards, and the government. Includes photographs. (TD)

ED 396 873 RC 020 513

Native Education in Alberta: Alberta Native People's Views on Native Education.
PUB DATE- Mar 87
NOTE- 31p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *American Indian Education; *Canada Natives; *Culturally Relevant Education; *Educational Attitudes; Educational Policy; Elementary Secondary Education; Foreign Countries; Metis (People); *Policy Formation; *Role of Education; Rural Education; School Community Relationship
IDENTIFIERS- *Alberta; Native Education Project AB

This report presents a consensus of the perspectives held by Native people of Alberta on ways to ensure that Native students obtain the same high quality education as other Alberta students. This consensus was obtained at over 180 meetings with Native communities, reserves, organizations, students, groups, and individuals, with a total attendance of about 4,000.

high schools defined by their social compositions. Results indicate that the ideal high school, defined in terms of effectiveness (learning), enrolls 600-900 students. Students learn less in schools smaller than this, but students in very large high schools (over 2,100 students) learn considerably less. Learning is more equitable, however, in very small high schools, with equity defined by the relationship between learning and student socioeconomic status (SES). Important for educational policy is the finding that the influence of school size on learning is different in schools that vary by student SES and in schools with differing proportions of minorities. Enrollment size has a stronger effect on learning in schools with lower-SES students, and also in schools with high concentrations of minority students. Implications for educational policy are discussed. Contains 38 references and 11 figures and data tables. (Author/SV)

ED 396 889 RC 020 641

Shoho, Alan R.
The Alienation of Rural Middle School Students: Implications for Gang Membership.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Anglo Americans; *Early Adolescents; Educational Environment; Females; Grade 8; Group Membership; Hispanic Americans; Junior High Schools; *Juvenile Gangs; Males; Middle Schools; *Rural Schools; *Student Alienation; Student Attitudes
IDENTIFIERS- *Middle School Students

Research suggests that public schools and their authoritarian organizational structure contribute to adolescent alienation, which in turn fosters gang membership. This paper examines alienation and gang membership among eighth-graders in a rural middle school in south central Texas. All 147 students in grade 8 completed a modified version of the Dean Alienation Scale that included questions on demographic data and gang membership. Results indicate that gang affiliation was significantly related to higher levels of normlessness and powerlessness, but was not related to feelings of isolation. Males felt significantly more normless than females. Although Hispanics made up nearly 80 percent of the school population, they felt more powerless to influence their education than did Anglos. Hispanics with little knowledge of gangs felt more normless than Hispanics with extensive gang knowledge, while the reverse was true for Anglos. Suggestions are offered for nurturing a nonalienating school environment for all ethnic groups. Contains 22 references and 7 data tables. (SV)

ED 396 890 RC 020 642

Williams, Janice E.
Promoting Rural Students' Academic Achievements: An Examination of Self-Regulated Learning Strategies.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English

This publication is one of the tangible responses of the African Social and Environmental Studies Programme (ASESP) to the challenges of sustainable development which were presented to the world by the United Nations Conference on Environment and Development (UNCED). It seeks to increase the chances of attaining sustainable development by building capacity for it through environmental education. This content and methods book aims to enhance the knowledge and pedagogical competencies of teachers, student teachers, and tutors to effectively deal with environmental education learning and training. The ten chapters in this book are practical and action-oriented and contain assignments and activities necessary for effective learning, teaching, and training in environmental education. Chapters include: (1) "The Environment: What It Is"; (2) "Environmental Education in Perspective"; (3) "What is Known About Learning, Remembering, and Effective Teaching When Applied to Environmental Education"; (4) "Environmental Issues and Problems"; (5) "Methods, Techniques, and Strategies for Teaching Environmental Education"; (6) "Applying Methods, Techniques, and Strategies to Environmental Education"; (7) "Teaching and Learning Resources"; (8) "Classroom Evaluation of Environmental Education"; (9) "Natural Resources"; and (10) "Technology and the Environment". (JRH)

ED 396 908   SE 058 310

Chang, Wen-Hua
Introducing Philosophy of Science through an Activity for In-Service Teachers to Experience Social Constructing of Knowledge.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; Higher Education; Methods Courses; *Professional Development; *Science Teachers; *Teacher Attitudes; Teaching Methods

The purpose of this study was to develop and try out an activity in a group of 10 inservice teachers enrolled in a professional development program. A science methods instructor designed an activity based on a learning cycle teaching approach. In the activity, the teachers experienced the social constructing of knowledge and were promoted to a better understanding about the philosophy of science. The influence of learners' preconceptions in science teaching and learning was also explored. The inservice teachers showed a positive attitude toward this instructional strategy. They agreed on the importance of the learners' preconceptions in learning science. However, they argued that time limitation and the way the textbook was edited were barriers for them to adopt constructivist teaching approaches. The teachers with a better understanding about the epistemological status of the scientific knowledge, were more willing to incorporate history of science and group discussion into their teaching. In a survey conducted 4 months after the classes, the teachers described constructivism in terms of: (1) the importance of learners' preconceptions in science teaching; (2) learning is an active process; (3) learning involves conceptual change; and (4) knowledge is tentative and subject to change. Contains 10 references. (Author/MKR)

Gabel, Dorothy L.
Introductory Science Skills. Second Edition.
PUB DATE- 93
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Elementary Education; *Hands on Science; *Inquiry; Mathematical Applications; Measurement; Models; Observation; Problem Solving; *Science Activities; Science Experiments; *Science Process Skills; Teacher Education

This book is designed to help students understand the nature of scientific inquiry by involving them in doing science rather than merely reading about it. The content of the text emphasizes science process skills, mathematical skills, and the use of theories and models that are fundamental for learning the various science disciplines. The orientation of this book is toward teaching science in the elementary school. Units include: Observation; Classification, Shapes and Symmetry; Measurement and Metrics; Making Inferences and Predictions; Controlling Variables and Testing Hypothesis; Operational Definitions; Communication and Graphing; Formulating Hypotheses and Experimenting; Large and Small Numbers; Proportion and Graphing; Problem Solving; and Using Models and Theories: The Nature of Matter. (JRH)

ED 396 930 SE 058 585

Life: Here? There? Elsewhere? The Search for Life on Venus and Mars. Life in the Universe Series.
PUB DATE- 96
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Interdisciplinary Approach; Physical Sciences; Science Activities; Science Experiments; *Science Process Skills; Secondary Education; Simulation; Social Sciences; *Space Exploration; *Space Sciences
IDENTIFIERS- *Mars (Planet); *Venus (Planet)

This classroom kit, designed by curriculum developers working with teachers and scientists from the SETI (Search for Extraterrestrial Intelligence) Institute, helps teachers guide students in the exploration of life through the multidisciplinary sciences of paleontology and exobiology. It reflects the real-life methods of science: making observations, performing experiments, building models, conducting simulations, changing previous ideas on the basis of new data, and using imagination. It brings into the classroom the excitement of searching for life beyond Earth which is a unifying theme that can unleash the imagination of students through integrated lessons in the physical, life, space, and social sciences. In the activities students explore Venus and Mars and learn why these two planets are the only ones in our solar system that could possibly harbor life. After simulating Venusian and Martian conditions, students investigate various means of detecting life in the atmosphere and soils of Earth. Findings are used to propose a spacecraft design for life detection on Venus and Mars and the results from the Viking missions are reviewed for a student analysis of whether there is life on Mars. This kit includes a teacher's guide, a

Linked Immuno Sorbent Assay (ELISA) is an important part of instructional units in human health, developmental biology, microbiology, and biotechnology. This paper describes a simple ELISA exercise for undergraduate biology that effectively simulates the technique using a paper model. This hands-on procedure is designed for use as either a laboratory or classroom exercise. (JRH)

ED 396 953 SE 058 686

Ross, Michael E.
Sandbox Scientist: Real Science Activities for Little Kids.
PUB DATE- 95
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Constructivism (Learning); Early Childhood Education; *Elementary School Science; Hands on Science; Light; Mechanics (Physics); *Science Activities; Water

This guide for adults provides directions for setting up activities to help children ages two to eight discover scientific facts using familiar materials. The activities are child centered and are presented from a constructivist perspective which acknowledges that children and adults need to form their own hypotheses and keep applying them through mental action, physical manipulations, and social interaction. Numerous science topics are described along with explanations of the events from a scientific point of view, and actual anecdotes of children interacting with the experiences. Topics covered include: Water, Matter, Air, Light, Mechanics, Building, Little Critters, Kitchen Science, Outdoors, and Parting Words. Appendices include tools to make, resources, and a bibliography. (JRH)

ED 396 954 SE 058 687

Saul, Wendy, Ed.; Reardon, Jeanne, Ed.
Beyond the Science Kit: Inquiry in Action.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Inquiry; Knowledge Base for Teaching; *Learning Modules; Problem Solving; Science Activities; *Science Instruction

The essays in this book are about values that are being used to drive science instruction in remarkable ways. The essays are divided into three sections. The first section contains two essays about science kits and determines the problem that the rest of the book addresses. The essays in the second section offer a glimpse of what five teachers see as the place they began, the solid matter upon which they were able to build a dynamic and thoughtful science program. The essays are designed to help talk about the values upon which inquiry-based science has been built. The third section offers readers a day-to-day sense of what it looks like when teachers successfully help students forge connections between science and their daily lives. Essays include: (1) "Teacher Bones: An Introduction" (Wendy Saul); (2) "It Takes More than a Kit" (Jeanne Reardon);

A Ten-Year Plan for the Arts in South Carolina 1992-2002.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Artists; Change Strategies; Community Attitudes; *Community Development; Community Education; Community Resources; Elementary Secondary Education; Fine Arts
IDENTIFIERS- *South Carolina

This plan for guiding arts development was evolved from input obtained through a "Canvas of the People" that involved surveys, public opinion polls, public hearings, constituent working groups, and task forces examining the artistic and cultural needs for arts in South Carolina. The plan includes goals in areas of artist development, arts education, and community development. Priorities or objectives and strategies are given in areas of : (1) Artist Development; (2) Arts Education; (3) Community Development; (4) Cultural Diversity; (5) Audience Development; (6) Communication/ Networking/Information; and (7) Leadership. The document also includes a history of the South Carolina Arts Commission, a list of South Carolina Arts Commissioners, and a "Canvas Citizen Participation" list. (MM)

ED 396 975 SO 025 957

Design in the Classroom: Exploring the Built Environment.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architectural Education; Architecture; Art Activities; Art Education; Building Design; Building Plans; *Built Environment; Community Cooperation; Design; *Design Requirements; Elementary Education; Interdisciplinary Approach; School Community Relationship; Site Development; Structural Elements (Construction); *Visual Environment
IDENTIFIERS- Bridge Design; *Maine; Playground Design

Design and the built environment are subjects of concern to Maine communities. State mandated town planning, new school construction, and the Department of Transportation plans to rebuild roads and bridges elicit public discussion. The study of design encourages elementary students to enter this public forum as informed citizens. The study of design in the built environment requires use of mathematics, scientific, reasoning, visual, spatial, and verbal skills, and provides opportunities for interdisciplinary learning. This sampler describes four projects resulting from a 1992 Design Education grant intended to promote design awareness in the public schools. The projects took place over the course of a year and involved collaboration among community architects, planners, engineers, and the school. Each project presented includes a description of the school/community culture, the framework or plan for the entire course of design study, and a sample lesson. Projects represented include: (1) "Marada Adams Community School Playground: A School and Community Design Project, 1992-1993"; (2) "Hiram Elementary School Bridge Project"; (3) "Young Designers: Dresden Elementary School"; and (4) "Bowdoin Central

The first section, "Where We Meet," includes: "The Hardest Class Ever" (Diane Danthony); "Yesterday Meets Tomorrow" (Ruth E. Weiner); "Backing Off" (Beverly C. Lucey); "The Principal Makes an Exception to the No Hat Rule" (E. J. Miller Laino); "Ratana's Story" (Diana Callahan); "Desk Hangers" (Linda Fernsten); "Staying After" (Beverly C. Lucey); "What's in a Name?" (Richard Schaye and David Summergrad); and "We Teach Them All" (David Summergrad). Part 2, "Who We Are," includes: "I.M.O.B." (E. J. Miller Laino); "Circling the Difference" (Susanne Rubenstein); "Dancing Down the Street" (Nancy Allen); "The Bones" (Joel Levine); "New Language" (Ricardo Calleja); "Two Teeth and a Tigey" (Jane Katch); "Endurance" (Daniel Murphy); "Pieces of Our Soul" (Deborah Savarino); "Across the Field" (Sylvia B. Shaw); and "My Town, San Luis, Cuba" (Ricardo Calleja). Part 3, "What We Learn," includes: "A Cambodian Girl's Lesson" (Daniel Murphy); "Butterflies All" (Tess Boyle); "Just James" (Catherine Desjardins); "Red Tie Shoes" (Jane Katch); "Marisol" (Amy Mann); "Shelley Gives Her Report" (Beverly C. Lucey); and "For My Nigerian Student Who Will Not Believe That Men Have Landed on the Moon" (John Hodgen). The fourth section, "What We Bring," includes: "I Once Had a Student Named Michael" (Nancy O'Malley); "Losing Your Place" (Beverly C. Lucey); "Silence Is No Longer Golden" (Eugenia M. Nicholas); and "Did You Read It Yet?" (Roberta G. Lojko). The final two sections address the need to support the diversity of all learners (including teachers) and offer suggestions for organizing a writers retreats for teachers. (PB)

ED 396 998 SP 036 651

Fosnot, Catherine Twomey, Ed.
Constructivism. Theory, Perspectives, and Practice.
PUB DATE- 96
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Beginning Teachers; Child Development; *Concept Formation; *Constructivism (Learning); *Educational Principles; *Educational Psychology; Elementary Secondary Education; Epistemology; Higher Education; Language Arts; Learning Theories; Mathematics; Physics; Preservice Teacher Education; Sciences; Teaching Methods; *Theory Practice Relationship; Whole Language Approach

The 13 essays in this book examine the theory of constructivism in relation to teaching and learning. The first section provides an account of the epistemological, psychological, and sociocultural research that serves as the theoretical basis of constructivism, and includes the following chapters: "Introduction: Aspects of Constructivism" (Ernst von Glasersfeld), "Constructivism: A Psychological Theory of Learning" (Catherine Twomey Fosnot), and "Where Is the Mind? A Coordination of Sociocultural and Cognitive Constructivist Perspectives" (Paul Cobb). The second section features chapters by scholars from various disciplines in five chapters: "A Constructivist Perspective on Teaching and Learning Science" (Candace Julyan and Eleanor Duckworth); "A Constructivist Perspective on Teaching and Learning Mathematics" (Deborah Schifter); "A Constructivist Perspective on Teaching and Learning in the Language Arts" (June S. Gould); "A Constructivist Perspective on the Role of the Sociomoral Atmosphere in Promoting Children's Development" (Rheta DeVries and Betty Zan); and "A Constructivist Perspective on Teaching

Stahlhut, Richard G.; Hawkes, Richard R.
Classroom Teacher Cadres: A Partnership between Agencies That Is Designed To Inspire and Model "Best Teaching/Learning Practices" for Student Teachers.
PUB DATE- Feb 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Clinical Supervision (of Teachers); *College School Cooperation; Educational Cooperation; Educational Finance; Elementary Secondary Education; Field Experience Programs; Higher Education; Information Networks; Multicampus Colleges; *Partnerships in Education; *Preservice Teacher Education; Program Development; Regional Programs; State Programs; *Student Teaching; Teacher Education Programs
IDENTIFIERS- *University of Northern Iowa

This paper describes how the University of Northern Iowa constructed formal networks that increased communications with public school practitioners and infused new ideas into the teacher training program. Faculty in the Office of Student Field Experience decided all regional campuses of the university should provide some common experiences for teacher trainees, including not only a common core curriculum, but similar structures for delivery as well. The core curriculum was built on five ingredients: teaching experiences; seminars; journals; conferences; and action research projects. Each regional partnership agreed to arrange pre-student teaching field experiences and a semester of student teaching, as well as hiring clinical supervisors from local schools, establishing regional advisory groups, and establishing a position for a resident professor. Communication among students, faculty, and clinical supervisors at the 12 statewide regional sites improved enormously with the implementation of an E-mail network (supported with telecommunications training for participants), the first of many major expenses that challenged the budget of the project. Suggestions for creative funding of such programs are discussed. Overall, the system of partnerships between local school systems and the state universities was found to produce a better-prepared cadre of teachers and benefit all parties concerned. (PB)

ED 397 016   SP 036 728

Freidus, Helen
Reflection in Teaching: Can It Be Taught?
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Mentors; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; *Reflective Teaching; Resistance to Change; *Self Evaluation (Individuals);

DESCRIPTORS- Case Studies; *College Environment; College Students; Discourse Analysis; Foreign Countries; Group Dynamics; Higher Education; *Indigenous Populations; *Language Patterns; *Language Role; Language Usage; Literacy; Minority Groups; Multicampus Colleges; Nonverbal Communication; Oral Language; School Orientation; *Student Subcultures
IDENTIFIERS- *Aboriginal Schools (Australia); Australia; *Discourse Communities; Edith Cowan University (Australia)

A study investigated the role of the Aboriginal Student Enclave, one of five campuses of Edith Cowan University (Australia) as a discourse community. The relatively small but cohesive university subcommunity is designed to provide additional support for Aboriginal students enrolled in standard programs and an environment in which the students are not a racial minority. Data were drawn from observation of 10 full-time students in an orientation course. Three groups were identified, based on communicative behaviors and dependence on the larger group. One group formed the enclave's core, who needed the group most. Their message forms were phatic exchanges, joking, and teasing, and they read aloud to each other as they read individually. Communication was face-to-face, supported by extensive non-verbal communication, including laughter and physical contact. They used a standard English code with a casual style. Topics of conversation centered on personal behavior and attributes, social activities, family life, and shared experience, but excluded coursework. Communication provided solidarity, reinforced group values, and set the higher education experience within an agreed group perspective. Implications are drawn for education of Aborigine and other minority group students. Contains 13 references. (MSE)

PUB DATE- 95
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Authors; Copyrights; Course Content; Cultural Awareness; Editing; *English (Second Language); *English for Academic Purposes; Foreign Students; Grammar; Higher Education; *Instructional Materials; Legal Problems; Listening Skills; *Material Development; Pronunciation Instruction; Publishing Industry; Reading Instruction; Revision (Written Composition); Second Language Instruction; Skill Development; Teacher Education; Teaching Assistants; *Textbook Preparation; *Writing for Publication

This guide is a collection of essays on the writing of English-as-a-Second-Language (ESL) textbooks and other instructional materials. Articles include: "Writing and Publishing Textbooks (Patricia Byrd); "The Craft of Materials Writing" (Fraida Dubin); "Considering Culture: Guidelines for ESL/EFL Textbook Writers" (Gayle Nelson); "Issues in the Writing and Publication of Grammar Textbooks" (Byrd); "Developing ESL Writing Materials for Publication OR Writing as a Learning Experience" (Joy Reid); "The Why, What, and How of ESL Reading Instruction: Some Guidelines for Writers of ESL Reading Textbooks" (JoAnn Crandall); "Authentic Second/Foreign Language Listening Texts: Issues of Definition, Operationalization, and Application" (Patricia A. Dunkel); "Creating Pronunciation-Based ESL Materials for Publication" (Linda Grant); "English for Academic Purposes" (John M. Swales); "Textbooks for Training Programs for International Teaching Assistants at U.S. Universities" (Byrd, Janet C. Constantinides); "Answers for Commonly Asked Questions: Copyright Law and Textbook Writers" (Martha Low, Dominick Vetri); "Working with Publishers, Authoring vs. Coauthoring, Preparing a Manuscript, and After Your Manuscript Is Completed: Advice on Producing a Published Textbook" (Patricia K. Werner, and others); and "Critical Issues in the Process of Revising ESL/EFL Materials for a New Edition" (Erik Gunderson). (MSE)

national survey of trends in tuition are reported from 1989-90 through 1995-96 and compared with Illinois figures. The report presents data on tuition and fees separately for Illinois public universities, Illinois community colleges, and private institutions in Illinois. The report also presents data on student financial aid, including grants, loans, tuition waivers and employment. Changes in tuition, fees and financial aid are charted. The report shows that, while the rate of increases in tuition and fees has slowed, increases in tuition and fees exceed inflation and income growth; and that, while student financial aid has increased, it has not kept pace with tuition and fee increases. Appended are seven tables presenting data by individual Illinois institutions and a list of private institutions in Illinois. (CK)

ED 396 604   HE 029 229

Faculty and Civil Service Salaries, Fiscal Year 1996.
PUB DATE- 2 Jul 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Community Colleges; Comparative Analysis; *Economic Factors; *Educational Finance; Higher Education; Private Colleges; *Salary Wage Differentials; School Personnel; State Colleges; State Universities; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Civil Service; *Illinois

This report provides data on fiscal year (FY) 1996 average 9-month faculty and civil service salaries (excluding fringe benefits) and information on those salaries since FY 1980 for full-time employees at Illinois colleges and universities and the Illinois Mathematics and Science Academy. The report provides data comparing salaries with economic indicators and among institutions, including community colleges and public and private four-year colleges and universities in Illinois. The report concludes: (1) there was continued improvement in faculty and staff salaries in FY 1996 across all sectors of higher education; (2) salaries at Illinois institutions of higher education are below the average remuneration of their peer institutions in other states; and (3) faculty salaries at Illinois public universities have increased differentially indicating varying levels among institutions in reinvesting resources to achieve salary competitiveness. Eleven tables provide detailed salary data by individual Illinois state universities by rank and weighted to comparison institutions, compared to economic indices, by private or public sector, by community colleges, and for university civil service personnel. An appendix describes data sources, the salary comparison groups, and methods used for comparison. (Eleven tables and an appendix are included.) (CK) increasing number of single parent families and increased diversity. Part 2 provides an overview of the status of women physicians in the training, academic, and practice environments. This section explores the impact of the increasing numbers of women in the medical profession, their practice characteristics, and the remaining barriers to career advancement for women physicians. It reports such findings as the increasing number of women in the profession and the continuing underrepresentation of women among leaders in medicine. It finds that gender bias remains the single greatest deterrent to women's achievements. Numerous recommendations concerning both physician education in women's health and the status of women physicians are offered. An appendix identifies key women's health issues throughout the life span. (Contains 138 references.) (CK)

ED 396 624 HE 029 254

Fall Enrollment Report.
PUB DATE- Nov 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Community Colleges; *Enrollment Projections; *Enrollment Trends; Higher Education; In State Students; *Private Colleges; Proprietary Schools; *Public Colleges; *Trend Analysis; Universities
IDENTIFIERS- Air Force Academy CO; *Colorado

This report provides opening 1995 fall headcount enrollment data for Colorado public postsecondary institutions, independent (private, non-profit) institutions, proprietary institutions, and the United States Air Force Academy. Data were derived from annual institutional reports to Colorado, the National Center for Education Statistics, and the state's Student Unit-Record Data System. The report includes historical headcount and full-time equivalent (FTE) data and provides an enrollment outlook for 1995. Findings indicate a decrease in fall headcount enrollment at public postsecondary institutions of 0.2 percent compared to fall 1994; an increase in fall headcount enrollment at two of the three Colorado independent institutions, while enrollment at the other remained unchanged; an increase of 5 percent in enrollment at the United States Air Force Academy, a level still below those of years prior to 1994; an expected increase in 1995-96 in-state FTE enrollment to a level 0.3 percent above 1994-95 enrollment; an expected increase in 1995-96 out-of-state FTE enrollment of 2.4 percent; and an increase of 0.6 percent in total FTE enrollment in 1995-96. Numerous tables and figures present the data and its analysis. (CK)

Gorena, Minerva

Hispanic Women in Higher Education Administration: Factors That Positively Influence or Hinder Advancement to Leadership Positions.

PUB DATE- 9 Apr 96

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Career Development; *Careers; *College Administration; College Presidents; Cubans; Deans; Educational Background; Family Influence; Higher Education; *Hispanic Americans; Latin Americans; *Leadership; Mexican Americans; National Surveys; Puerto Ricans; Regional Characteristics; Social Support Groups; *Women Administrators

IDENTIFIERS- *Professionalism

A national survey investigated the perceptions of Hispanic women administrators in higher education concerning factors that positively influenced or hindered their advancement to leadership positions, and developed a profile of the Hispanic woman senior level college administrator. Respondents were 68 women in four major subgroups (Central/South American, Cuban, Mexican American, Puerto Rican) occupying senior administrative positions (president, chancellor, provost, vice president, or dean). The five major factors in the professional category seen as positively influencing career advancement included education and training, goal-setting, networking, knowledge of mainstream system, and knowledge of the advancement process. Traditional Hispanic cultural values and ethnicity were seen to hinder advancement. Within the category of family factors, personal economic status, parental economic status, and children were perceived to positively influence advancement, and household duties and other family responsibilities were hindrances. In the support category, family/friends, colleagues/peers, spouse/significant others, and non-Hispanic administrators were identified as positive influences, and institutional faculty/staff as hindrances. Other positive influences named included non-Hispanic male and female mentors and affirmative action; discrimination was seen by some as a hindrance, by others as non-applicable. (Contains 56 references.) (MSE)

Ward, Hugh C., Jr.
Effectiveness of a Standard Computer Interface Paradigm on Computer Anxiety, Self-Direction, Efficiency, and Self-Confidence.
PUB DATE- 94
NOTE- 166p.; Ed.D. Dissertation, University of Florida.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advance Organizers; Computer Anxiety; *Computer Software; Higher Education; Independent Study; Introductory Courses; *Learning Strategies; *Metacognition; Self Esteem; *Student Attitudes; Word Processing
IDENTIFIERS- *Computer Use

A study was undertaken to explore whether students using an advance organizer-metacognitive learning strategy would be less anxious, more self-directing, more efficient, and more self-confident when learning unknown computer applications software than students using traditional computer software learning strategies. The first experiment was conducted with 164 students (average age 22) from a freshman orientation course which included a 1-hour word-processing applications software instructional component. The second experiment was conducted with 76 students (average age 33) from an introduction to computer course which included introductory presentations on three software applications types. Scores were gathered on each of four variables from two experiments which differed in the amount of time dedicated to exposure to the software strategies. Results indicate that the advance organizer-metacognitive learning strategy is somewhat more effective in improving student performance than traditional learning strategies, but the use of the learning strategy is only marginally more effective in improving students' self-concept of their capabilities to learn software than traditional learning strategies. Appendices include the teacher presentation outline; student notes for WordPerfect 5.1 (DOS); self-reporting 1-minute typing measure; the word-processing exercises and student computer exercise forms from both experiments; and the postcourse survey. (Contains 154 references.) (Author/AEF)

PUB DATE- 94
NOTE- 7p.; In: Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994); see IR 017 841.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; College Students; Computer Literacy; *Computer Oriented Programs; Computer Science; Higher Education; Information Technology; *Intergenerational Programs; *Multimedia Materials; *Older Adults; Questionnaires; *Student Developed Materials; Tables (Data); Workshops
IDENTIFIERS- *Worcester State College MA

This paper describes a multimedia workshop at Worcester State College (Massachusetts) organized by computer science students to give their older classmates the opportunity to gain "hands on" experience with multimedia computers. A questionnaire on the effectiveness of multimedia systems was completed by 35 older students, whose average age was 70. Five tables depict responses to survey items for: attitudes toward multimedia; physical and cognitive issues; workshop organization; future use of multimedia technology; and self-reported experience level. Overall, the older students who participated in the workshop had positive experiences with the technology. (Contains 23 references.) (AEF)

*Educational Research; Educational Resources; Educational Strategies; *Educational Technology; Elementary Secondary Education; Futures (of Society); Guidelines; Research and Development; Staff Development; *State Programs; *Telecommunications

IDENTIFIERS- California

Authorized by the California Department of Education, this report provides an analysis of research-based guidelines for the educational applications of technology and information resources and the communication and learning opportunities made possible by telecommunications. The report specifically addresses current state-of-the art technologies and potential future developments for network resources, as well as how to provide staff development and technical assistance for teachers to integrate these resources into the curriculum. It is based on a comprehensive evaluation of the "Telemation" project, a statewide effort begun in 1993 to equip educators and administrators with the skills and knowledge necessary to successfully use telecommunications in support of teaching and learning. The questions answered by this report focus on: (1) educational technology as a priority; (2) importance of research; (3) impact on teaching and learning; (4) relevance to education reforms; (5) educational telecommunications policy; (6) access and applications; (7) planning and instructional integration; (8) staff development and technical assistance; (9) classroom applications and examples; (10) recommendations for instructional application; (11) recommendations for state and national policy; and (12) resources for instruction and policy. Appendices include: Telemation evaluation executive summary; glossary; examples of people using computer networking for learning; participants in the FWL (Far West Laboratory) survey of staff development and technology; a World Wide Web "hotlist" for educators; and additional reading materials. (Contains 61 references.) (AEF)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; *Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Opportunities; Educational Technology; Foreign Countries; Higher Education; Instructional Improvement; Interaction; *Special Needs Students; Teacher Student Relationship
IDENTIFIERS- *Australia; Interactive Systems; *Video Teleconferencing

Research into desktop videoconferencing in 1994 indicated it could be successfully used to improve the quality of interaction between students and teachers and to improve the quality of learning concepts and processes difficult to teach in non-visual distance education. This paper describes a desktop videoconferencing project trial between teachers at the Open Access College (Australia), a family of three primary aged students living on a station in remote South Australia, and two medically disabled students (one studying primary subjects and the other a combination of primary and secondary subjects) in metropolitan Adelaide. Computers running ShareVision were placed at these three locations. One of the main objectives of the study was to determine if desktop video conferencing: (1) makes learning easier and more personal for students; (2) offers improved learning opportunities for concepts and processes that have traditionally proved difficult to address; (3) encourages more meaningful teacher-student interaction, empowering the students and advancing the equity between the two; and (4) promotes student involvement. Results showed: the students on the outback station each believed they received better contact with their teachers; the medically disabled students exceeded all expectations for improvement; and the teachers using ShareVision(TM), who had little or no experience in computers at the beginning of the project, are now competent and literate with the technology. ShareVision(TM) also enables a closer contact between parents and teachers. The teachers and students involved in the trial all say that the "face-to-face" contact achieved with ShareVision(TM) and the increased interactivity it generates is what sets it apart from other technologies used in distance education. (AEF) materials were produced and delivered. However, the opportunity to directly compare instructional design for distance education with instructional design for flexible delivery is clouded by the complexity of the relations with all the stakeholders. Negotiation between multiple stakeholders will likely be a key feature of flexible delivery. (Author/SWC)

Warren Library in Westbrook; and a special lecture series for parents at the Scarborough Public Library. The video includes several suggestions for making a library baby-friendly. In collaboration with Southern Maine Library District in Portland, Smith Atwood Video Services wrote, shot, and edited this video. It is narrated by broadcast journalist Patsy Wiggins. (AEF)

Programs; Two Year Colleges

A study was undertaken at Glendale Community College, in California, to determine the effectiveness of a 2-week summer macroeconomics course. To gather data, the instructor maintained a diary of topics covered and problems encountered, surveyed all 20 students upon completion of the class regarding their experiences and satisfaction, and compared outcomes on standard unit exams for three 15-week classes offered in spring 1995. Study results included the following: (1) the 2-week course was perceived as more stressful than 15-week courses by nearly 60% of the students and imposed severe time burdens on all students; (2) student satisfaction declined upon taking the course, with 45% indicating that they would not take the course again; (3) 45% of the students thought that they would have achieved better mastery of course material in a 15-week course; and (4) while summer students performed better than spring students on unit tests from the first half of the course involving simple recall of information, they performed worse on unit tests from the second half involving comprehension, application, and analysis. As a result of the findings, it was recommended that the 2-week format be abandoned for economics classes. Appendixes include the course syllabus, the instructor's diary, the student survey questionnaire with tabled responses, and tables of the statistical analysis of unit exams. (TGI) the issue of institutional and faculty academic vitality and create an environment that encourages faculty to achieve their highest level of professional development. First, symptoms of the loss of faculty vitality were identified as lack of participation in campus affairs, not staying abreast with their disciplines, and severe disenchantment with college teaching. Next, a literature review was conducted to gather data on socioeconomic and psychological factors related to faculty vitality in community colleges. Senior faculty members at the college were then invited to an all-day, off-campus retreat to identify specific policies and practices which had served either as a bridge or barrier to their own professional development. The college president met throughout the 1995-96 academic year with 22 separate campus departments, management, student government, and the Board of Trustee to discuss the bridges and barriers to professional development. Based upon these activities, reports were prepared and distributed to management and faculty detailing specific findings and suggestions to address faculty vitality. The ideas generated from the meetings and reports were incorporated during the following spring term, including projects to bring guest lecturers to campus; to assist tenured female faculty in completing their doctoral dissertations; and to restructure a compulsory, beginning-of-term faculty meeting to include discussion of education-related topics. Contains 28 references. (TGI)

subjects in this study were eight children from two elementary schools in Waikato region of New Zealand. The results indicated that collaboration increased for all dyads over time, and some problems appeared to engender more collaboration than others. The paper concludes with a series of questions raised by this study and provides suggestions for further studies. Contains 37 references. (MOK)

ED 396 816   PS 024 250

Stomfay-Stitz, Aline M.; Hinitz, Blythe F.
Integration of Peace Education into Multicultural
  Education/Global Education.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Conference of the
  American Educational Research Association (New York, NY, April
  8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Techniques;
  *Conflict Resolution; Elementary Secondary Education; Global
  Education; Integrated Curriculum; *Multicultural Education;
  *Peace; Prevention; Violence
IDENTIFIERS- *Peace Education

This paper presents the view that prevailing resentment against new immigrants and other ethnic minorities has clarified for many educators the need for teaching all students skills to resolve conflicts and reduce violence in schools. The paper advocates that peace education be integrated with multicultural education as a way for students to learn these skills, and elaborates on a multidisciplinary approach to the integration of peace education, including links to psychology and political science. On the premise that a long-term approach to developing peacemakers and conflict resolvers is necessary, as less than half of short-term violence prevention programs have claimed to reduce violence, the paper presents an action plan which includes several approaches: (1) integration of human rights education into the social studies curriculum; (2) enhancement of classroom management/discipline systems that blend cultural diversity with peace education and conflict resolution; and (3) increased use of technology to prepare children and youth to live in harmony with a national and global diversity. A resource directory of 51 curriculum guides, literary resources, and classroom strategies is appended. Contains 35 references. (KDFB) topics of affect and cognition, and attachment and separation are also addressed. Contains 19 references. (MOK)

ED 396 836 PS 024 337

Zapf, Charles Z.
Children's Rights Council--Move Away in Divorce Panel.
PUB DATE- Apr 96
NOTE- 8p.; Paper presented at the Annual Conference of the Children's Rights Council (10th, Atlanta, GA, April 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Child Custody; Child Development; Childhood Needs; *Divorce; *Emotional Adjustment; *Family Problems; *Parent Child Relationship; Parent Role; Psychological Patterns; *Relocation; Separation Anxiety; Stress Variables

This paper deals with the psychological processes and emotional experiences of children whose parents are going through the process of divorce and the complications posed by divorced or divorcing parents moving to new locations. The paper begins with a discussion of the implications of divorce, claiming that divorce is a change that affects everyone in the family and poses both risk and opportunity. Emphasizing that many parents will move away during or after a divorce, the paper also discusses the influence of divorce on custody, parent child relationships, child development, child independence, and the psychological leap required of everyone affected by a divorce. The second part of the paper focuses on children's understanding of divorce as well as their psychological experiences. For children in the face of divorce: Nothing Changes. Children exhibit attachment for their parents throughout their lives. Therefore, divorced parents need to provide an environment that is as supportive as possible for maintaining those attachment relationships. The paper concludes by noting that both the custodial and noncustodial parent must consider carefully how they will act in order to assist the child in maintaining contact and attachment with their parents and to ensure healthy child development. (MOK) rules was sent to a random sample of teachers in grades kindergarten through 8 in two large school systems in a midwestern metropolitan city; 128 surveys (27 percent) were returned. Results indicated that teachers were the source of classroom rules for 36 percent of the respondents, while a combination of teachers and students were the source indicated by 56 percent of the teachers. The mean number of rules for classroom management was 5.6, with about half the teachers listing rules for speaking, interaction, or movement; and about one third of the teachers listing rules regarding supplies or assignments. Teacher experience did not influence the number of classroom rules or the perception of rule effectiveness. Seventy percent of the classroom rules were stated in terms of desired behavior. (KDFB)

ED 396 856   PS 024 425

Putting the Pieces Together: Comprehensive School-Linked Strategies for Children and Families.
PUB DATE- May 96
NOTE- 107p.; The 10 Regional Educational Laboratories collaborated in developing the content of this document.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Ancillary School Services; Cooperative Planning; Elementary Secondary Education; Family Programs; *Family School Relationship; *Integrated Services; Outreach Programs; *Partnerships in Education; *School Community Relationship; School Role; Teacher Role
IDENTIFIERS- *Family Support; School Based Services

At a time when schools are expected to do more than ever, it is important for them to forge strong partnerships with others in the community who share their concerns for the well-being and success of children. This guidebook illustrates how principals, teachers, and other members of a school staff can reach out to families and the community to build a system of strong support for the healthy development and learning of their children. The introductory chapter of the guidebook examines what comprehensive strategies for children, youth, and families are; who benefits from comprehensive strategies; and what role the schools play in carrying out these strategies. An overview of the guidebook is also provided. The chapters are as follows: (1) "Building Collaborative Partnerships"; (2) "Conducting a Community Assessment"; (3) "Finding and Developing Resources"; (4) "Evaluating School-Linked Strategies"; (5) "Moving from Vision to Action"; and (6) "Maintaining Momentum in Collaboration." Two appendices list federal support for links between schools and comprehensive strategies, and suggested resources. Contains 21 references. (HTH)

Numerous written comments were submitted as well. The Native view of the purpose of education is that it should provide knowledge, skills, and attitudes necessary to survive in today's society, reflect contributions made to society by Native cultures, and provide opportunities for Native students to develop self-esteem and take pride in their heritage. The curriculum should include programs for and about Native people, including Native language courses; assistance in learning English as a second language; programs based on the needs of rural Native students; and alternate vocational programs for early school leavers. To improve delivery of instruction, teachers need training on Native cultures, Native students need support services, isolated communities need complete secondary programs, and Native students need Native teachers. Lack of involvement by Native parents in their children's education is attributed to a feeling of not being welcome at school. Opportunities should be provided for all Native people to participate fully in all levels of decision making, including school boards. Includes many photographs and a list of meeting sites. (TD)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Style; High Schools; *High School Students; *Learning Strategies; *Rural Schools; *Self Efficacy; Student Attitudes; Study Habits; *Study Skills

Identifying the specific self-regulated learning strategies students use as they move toward higher academic achievement has important educational implications. This may be particularly true for rural students, who often have fewer available resources than their suburban peers. In this study, 75 eleventh- and twelfth-graders in 12 rural high schools completed Iowa achievement tests and Bandura's Self-Regulated Learning subscale, which measures perceived self-efficacy in using 11 self-regulated learning strategies. Multiple regression was used to assess the relative influence of the self-regulatory strategies on achievement in four content areas: mathematics, science, social studies, and reading. Overall, increased self-regulated learning was associated with higher student achievement in all four domains. A surprisingly similar pattern of influence was uncovered in which "remembering information presented in class and textbooks" and "organizing schoolwork" uniformly affected achievement across content areas. The influential strategies uncovered here involve skills that may be amenable to further development through training and practice. (Contains 16 references.) (Author/SV)

ED 396 909 SE 058 313

Haslam, Filocha; Gunstone, Richard
Observation in Science Classes: Students' Beliefs about Its Nature and Purpose.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 10; High Schools; *High School Students; Inferences; Interviews; *Observation; *Science Experiments; *Science Process Skills; *Student Attitudes; Student Behavior

The purpose of this investigation was to explore the ideas and beliefs of high school science students (n=37) about the processes of observation in their learning of science, and how these students approached the task of observing during their science experiments. Findings include: many students saw observation as a teacher-directed process; observation was often seen to have a contextual dependency; when groups of students undertake laboratory experiments, the size of the student group is a significant variable impacting on students' approaches; many students undertaking high levels of intellectual engagement reported during observing; three problems commonly intruded on students' approaches to observing were the teacher, the specific experiment, and other students; students had no word to describe inferences and poor conceptions of inference; student time off task in laboratory work was common, conscious, and seen as justified; and the commonly reported gender differences in participation in laboratory work were observed. Includes interview protocol. Contains 12 references. (MKR)

videotape, zoom cards, and a full-color poster illustrating many important concepts and beautiful astronomical objects. (JRH)

ED 396 931   SE 058 595

Baker, John Douglas
Students' Difficulties with Proof by Mathematical Induction.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Concept Formation; Higher Education; High Schools; *Mathematical Concepts; Problem Solving; *Proof (Mathematics); *Secondary School Students
IDENTIFIERS- *Mathematical Induction

The cognitive difficulties encountered by 40 high school and 13 college students beginning to learn the proof technique of mathematical induction were investigated. Students provided data in the form of proof-writing and proof-analysis tasks followed by interviews to clarify their written responses. Both groups of students had significant difficulties with the proof technique, both procedurally and conceptually. The evidence suggests that mathematical content knowledge played a significant role in difficulties. Many students focused on the procedural aspects of mathematical induction far more often than on conceptual aspects. The evidence collected suggests that examples play a critical role for many students in verification, for insight, and as patterns for how proof should be conducted. There was some evidence of students trying to reason mathematically using everyday reasoning. Difficulties predicted by earlier studies with proof by mathematical induction, other forms of proof, and problem solving were confirmed. (Author)

(3) "The Building Blocks of Science" (Carole Roberts); (4) "There's a Squid in Mrs. Bunn's Classroom!" (Debra Bunn); (5) "The Reason for Reasoning" (Linda Davis); (6) "Connections" (Barbara Caplan); (7) "Working in Community" (Stephanie Terry); (8) "How I Really Plan" (Donna Dieckman); (9) "A Year in the Life of a First-Grade Class" (Carol Flicker); (10) "Consumer Testing: Children Working on Authentic Science Problems" (Jeanne Reardon); (11) "Looking for Hope in All the Wrong Places" (Mary Beth Johnson); (12) "Writing Eco-Mysteries" (Twig George); and (13) "The Kids' Inquiry Conference: Not Just Another Science Fair" (Barbara Bourne). (JRH)

ED 396 955   SE 058 689

Hynes, Michael C., Ed.
Ideas: NCTM Standards-Based Instruction, Grades 5-8.
PUB DATE- 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; Fractions; Graphs; Intermediate Grades; Junior High Schools; *Learning Activities; Lesson Plans; *Mathematics Instruction; Middle Schools; Problem Solving; Worksheets
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

This document is a collection of activity-based mathematics lessons for grades 5-8 from the "Ideas" department in "Arithmetic Teacher: Mathematics Education through the Middle Grades." Each lesson includes background information, objectives, directions, extensions, and student worksheets. A matrix is included which correlates the titles of the activities with the National Council of Teachers of Mathematics Standards that apply to the lessons. Lesson titles include: "What Parts Do You Eat?," "How Can You Work It?," "Stamps with Patterns," "The Mail Route," "Tree-and-Pencil Measurements," "Range Finder," "What's Important about Triangles?," "How Many Triangles Can You Construct?," "Aluminum Cans," "How to Bag It?," "Getting the Facts," "Can It Be?," "Graphs of SKITTLES," "Preference Survey," "We Flip Over Art," "Testing the Strength of Paper Tubes," "Spanning to the Max!," "Super Bowl Scores," "Football Finances," "Rock 'r Rap," "What Should We Eat?," "Presidential Photo Finishes," "Lewis and Clark and Me," "Space Nutrition," "Which Way?," "Lock It Up," "Computation Court: Defend Your Decision," "The World's Fastest," "Weight Toss," "Fraction Kites in Motion," "High-Flying Fractions," "What's the Beat?," "Heartifacts," "Triangles," "Tessellation Combinations," "Sports Numbers," "Airport Numbers," "Make a Puzzle," "Triangular Regions Make Many Figures," "Name Your Tune," "History of Populations," "Heights of Students in Our Class," "About Our Class," "Television Commercials," "Television Viewing Time," and "Fingerprint Detective". (MKR)

School Students: Design A New School." Each project concludes with a bibliography. (MM)

ED 396 976 SO 025 963

Betts, J. David; And Others
Arts Integration: Semiotic Transmediation in the Classroom.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Art Education; *Change Strategies; Creative Dramatics; Curriculum Research; Dance Education; Elementary School Curriculum; *Fine Arts; Grade 4; *Human Resources; *Integrated Activities; Integrated Curriculum; Intermediate Grades; *Mentors; Music Education; *Partnerships in Education; Professional Development; Resources; Specialists; Student Attitudes; Theater Arts; Visual Arts
IDENTIFIERS- *Arizona (Tucson)

This study describes two years of research with the Arts Integration Program (AIP) of the Tucson Pima Arts Council, Tucson, AZ. AIP supports teachers in integrating fine arts activities into their classrooms. AIP provides lesson outlines and demonstration lessons by arts specialists in music, dance, theater arts, and visual arts. The initial phase of the study looked at the ability of the lesson outlines to deliver successfully curriculum content and change student attitudes and perceived self-efficacy. Fourth graders showed short term gains in core curriculum taught through AIP. Teachers were very responsive to the new lesson ideas. The second phase of the study was an in-depth look at the implementation of a year-long mentor-teacher process for promulgating AIP in theater arts and creative dramatics in the classroom. Teachers with one years's experience with AIP were teamed with teachers new to the program. Teacher journals, classroom observations, interviews, and videotapes were analyzed. These data showed how such a program can work to bring transmediational experiences for the children into the generalist teacher's classroom as they learn to make meaning in a variety of sign systems. The mentor-teacher process also was demonstrated to be an effective way to make the most of outside arts resources. (Author)

and Learning in the Arts" (Maxine Greene). In the last section, teachers describe how they apply their constructivist perspective to classroom practice in four chapters: "Is the Algorithm All There Is?" (Jill Bodner Lester); "A First-Year Teacher Implements a Literature-Based/Whole Language Program in Fourth-Fifth Grade" (Susan Cowey); "The Project Approach in Reggio Emilia" (George Forman); "Teaching Introductory Physics to College Students" (Dewey I. Dykstra, Jr.); and "Teachers Construct Constructivism: The Center for Constructivist Teaching/Teacher Preparation Project" (Catherine Twomey Fosnot). (Individual chapters contain references.) (PB)

Student Teachers; Teacher Improvement
IDENTIFIERS- Bank Street College of Education NY

This paper documents efforts to implement portfolio assessment projects at Bank Street College (New York), with a larger goal of fostering reflective practice among student teachers. The use of portfolios was adopted as an alternative option for students' culminating projects, and was found to mesh well with the college's institutional and pedagogical goals. The decision to require an articulated theme that would run throughout a student's portfolio materials is discussed, including ways in which use of portfolio themes limited some students' ability to collect sufficient, relevant, and high-quality materials. Choosing themes early on and remaining flexible to changing themes are suggested as solutions to this problem. While portfolio mentors and other forms of faculty support and consultation were made available, most students did not utilize these options and regretted it later; as a result, such consultation was made mandatory for later cohorts. In general, it is argued that new pedagogies are most effective in encouraging reflective practice when they deepen and extend forms of reflective teaching already existing within the institution. (Contains 19 references.) (PB)

ED 397 017 SP 036 729

Lasiter, Doris Crowell
Humanitas: Learning Communities That Transform Teachers' Professional Culture.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Cooperation; *Faculty Development; Group Dynamics; Inservice Teacher Education; *Interdisciplinary Approach; *Interpersonal Relationship; Program Implementation; Secondary Education; Secondary School Teachers; *Teacher Collaboration; Teacher Improvement; *Team Teaching; Teamwork
IDENTIFIERS- *Los Angeles Unified School District CA

This study examined how professional learning communities develop, using cross-subject teams within the context of HUMANITAS, a program designed to promote teachers' professional growth and effectiveness by creating a voluntary "community of learners" for teachers and students. Data were gathered from teacher interviews, team observations, teacher questionnaires and site records from thirty-five interdisciplinary teams (68 teachers in 8 secondary schools) in the diverse and urban Los Angeles Unified School District. Findings indicated that most teachers found participation in HUMANITAS to be a positive force facilitating collaboration and interdisciplinary teamwork, although the collegial, collaborative spirit that developed among teachers in the HUMANITAS teams did not extend to other teachers or departments in the same school. Since only those teams which successfully implemented HUMANITAS are discussed in this study, a call is made for further research on factors impeding implementation of such programs, as well as reasons why many schools never initiate participation in such programs at any level. (Contains 35 references and 8 tables.) (PB)

ED 397 018 SP 036 730

Hinitz, Blythe F.
National Policies and Training Frameworks for Early Childhood Education in the United States. The Child Development Associate and Other Credentialing Frameworks for Paraprofessionals.
PUB DATE- 28 Mar 96
NOTE- 26p.; Paper presented at the Warwick International Early Years Conference (2nd, March 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Child Caregivers; *Credentials; *Day Care; Early Childhood Education; *Paraprofessional Personnel; Postsecondary Education; Preschool Education; Preschool Teachers; *Special Degree Programs
IDENTIFIERS- CDA; *Child Development Associate; Project Head Start

This paper reviews the history of the Child Development Associate

ED 397 035 SP 036 753

Barry, Nancy H.
The Effects of Special Training and Field Experiences upon Preservice Teachers' Level of Comfort with Multicultural Music Teaching Situations.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Cultural Differences; Disadvantaged Youth; Early Childhood Education; Economically Disadvantaged; Elementary Education; *Field Experience Programs; Higher Education; *Low Income Groups; *Minority Group Children; *Multicultural Education; Music Education; Preservice Teacher Education; Racial Attitudes; Student Attitudes; Student Development; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- African Americans; Diversity (Student); *Preservice Teachers

This paper reports on a study examining preservice teachers' level of comfort in working with students and colleagues of a different race, and exploring the effects of special training and field experience on their level of comfort with multicultural situations. The study involved 55 predominantly white preservice teachers enrolled in 2 different sections of an undergraduate music and related arts methods course at a large southeastern university. Subjects in both sections received special training in multicultural music education. All subjects also participated in a 6-week laboratory teaching experience, Section A in a small rural elementary school with predominately minority (African American) students from low income families, and Section B in a similar school with predominately white students from middle income families. Analysis of the data revealed that while participants felt that special training increased their comfort with some situations, they had substantial difficulty applying what they had learned during their field experiences. Students placed in the predominantly African American school worried about offending students in their classes, expressed frustration over difficulties in understanding the children's dialect, and acknowledged that it was their first experience in being in the minority. Appendices include questionnaire data presented in tables. (Contains 15 references.) (ND)

ED 397 036 SP 036 754

Cifuentes, Lauren; And Others
From Sages to Guides: A Professional Development Study.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Educational Technology; *Faculty Development; Higher Education; Learning Processes; *Master Teachers; *Preservice Teacher Education; Professional

ED 397 054 SP 036 820

Givvin, Karen B.; And Others
Teachers' Understanding of Their Students' Motivation.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Correlation; Elementary School Mathematics; Elementary School Students; Elementary School Teachers; Higher Education; Intermediate Grades; *Mathematics Education; Predictive Validity; *Self Evaluation (Individuals); *Student Evaluation; *Student Motivation; Teacher Student Relationship

This study investigated the nature and validity of teacher judgments about student motivation as part of a project related to the teaching of mathematics. The study examined: (1) the degree of correlation between teachers' and students' assessments of students' motivation regarding mathematical topics; (2) the stability of teachers' and students' ratings of students' motivation across time; and (3) the coherence of ratings across different beliefs, goals, behaviors, and feelings. Teachers of grades 4-6 (N=28) rated 6 "target" students in each of their classes at the beginning of the school year, again after completing a fractions unit and a measurement unit, and at the end of the school year. The teachers measured each target student's mastery orientation, performance orientation, help-seeking, positive emotion, negative emotion, and self-perceptions of ability. All students completed a questionnaire on their own beliefs, values, goals, and feelings associated with math, within the same time frame. Students' ratings of their own motivation over time and across mathematical contexts were somewhat stable. Teachers judged students' motivation as more stable over time and context, and more coherent than students judged themselves. Results suggested that teachers may need assistance in making more differentiated and reliable assessments of beliefs, goals, and behaviors in students that are associated with motivation and learning. (Rating tables are attached.) (CK)

ED 397 055 SP 036 821

Edwards, Jennifer L.; And Others
Teacher Efficacy and School and Teacher Characteristics.
PUB DATE- Apr 96
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Correlation; *Educational Environment; Elementary School Teachers; Elementary Secondary Education; Individual Characteristics; *Institutional Characteristics; Predictor Variables; *School Culture; Secondary School Teachers; *Self Efficacy; Suburban Schools; Surveys; Teacher Attitudes;

ED 397 075 TM 025 070

Lawrence, Ida M.
Estimating Reliability for Tests Composed of Item Sets.
SPONS. AGENCY- College Entrance Examination Board, New York, N.Y.
PUB DATE- Jul 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); High Schools; *Multiple Choice Tests; *Reading Tests; *Reliability; *Test Items; Verbal Tests
IDENTIFIERS- *Item Dependence; Scholastic Aptitude Test; *Scholastic Assessment Tests

This study examined to what extent, if any, estimates of reliability for a multiple choice test are affected by the presence of large item sets where each set shares common reading material. The purpose of this research was to assess the effect of local item dependence on estimates of reliability for verbal portions of seven forms of the old and seven forms of the new Scholastic Aptitude Test, where the new test contains larger item sets associated with reading passages. Estimates based on a single administration of the test (estimates based on internal consistency and estimates based on covariances among parts) were compared to estimates based on two administrations of the test. When adjusted for a fixed standard deviation, estimates based on covariances among parts tended to be similar to estimates based on parallel forms. Both types of estimates were lower than the internal consistency estimates. (Contains 3 figures, 5 tables, and 12 references.) (Author/SLD)

ED 397 076 TM 025 071

Kaplan, Randy M.; And Others
Evaluating a Prototype Essay Scoring Procedure Using Off-the-Shelf Software.
PUB DATE- Jul 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Constructed Response; *Essay Tests; Grammar; *Scoring; *Theory Practice Relationship
IDENTIFIERS- Commercially Prepared Materials; *Decision Models; *Grammar Checkers; Test of English as a Foreign Language

The increased use of constructed-response items, like essays, creates a need for tools to score these responses automatically in part or as a whole. This study explores one approach to analyzing essay-length natural language constructed-responses. A decision model for scoring essays was developed and evaluated. The decision model uses off-the-shelf software for grammar and style checking of the English language. The best performing grammar checking programs from among several commercial programs were selected to construct a decision model for scoring the essays. Data produced from the selected grammar programs were used to make a decision about the score for an essay. Through statistical and linguistic methods, the performance of the decision model was analyzed in an effort to understand its usefulness and practicality in a production scoring setting. A sample of 80 essays was selected from Test of Written English essays prepared for the Test of English as a

ED 397 094 TM 025 136

Telephone & Self Completed Satisfaction Surveys. Training Manual.
PUB DATE- 1 Oct 95
NOTE- 90p.; Two tables are numbered "Table 2."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Foreign Countries; Interviews; *Mail Surveys; *Research Methodology; Research Utilization; Sample Size; Sampling; *Satisfaction; School Personnel; *Telephone Surveys
IDENTIFIERS- *Self Report Measures

This manual was developed to assist school jurisdiction personnel in implementing effective customer satisfaction surveys by telephone or through mailed surveys to be completed by the customer. It provides background information about market research field activities and processes and gives an overview of the entire data collection process, including interviewing and survey construction techniques. A section on sampling describes how to identify the number of responses that will be required to ensure proportionate representation. A section on telephone interviewing discusses interview contents and interviewing techniques. A final section of the manual focuses on mail surveys, and ways to deal with the information generated. Appendix A provides a sample of telephone surveys used in actual research, and Appendix B presents a sample cover letter for a survey. (Contains 4 tables.) (SLD)

ED 397 095 TM 025 137

Salvucci, Sameena; And Others
Design Effects and Generalized Variance Functions for the 1990-91 Schools and Staffing Survey (SASS). Volume I. User's Manual.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 186p.; For Volume II, see TM 025 138.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Error of Measurement; *Estimation (Mathematics); Institutional Characteristics; *National Surveys; *Research Design; *Sampling; Student Characteristics; Teacher Characteristics; Teacher Supply and Demand
IDENTIFIERS- *Generalized Variance Functions; *Schools and Staffing Survey (NCES)

This user's manual summarizes the results and use of design effects and generalized variance functions (GVF) to approximate standard errors for the 1990-91 Schools and Staffing Survey (SASS). It is Volume I of a two-volume publication that is part of the Technical Report series of the National Center for Education Statistics (NCES). The SASS is a periodic integrated system of sample surveys conducted by the NCES that provides information on public and private schools, public school districts, teachers, and administrators. The survey includes

ED 397 114 TM 025 247

Quay, Lorene C.; And Others
The Developmental Rating Scale: A Teacher-Friendly Alternative to Commercial Assessment Devices.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Concurrent Validity; Educational Assessment; Factor Analysis; Grade 1; *Predictive Validity; Primary Education; *Rating Scales; Regression (Statistics); Student Evaluation; *Test Construction; Test Use; *Young Children
IDENTIFIERS- *Commercially Prepared Materials

Both concurrent and predictive validity of two developmental instruments, each purporting to measure the same five developmental dimensions, were compared. The Developmental Profile II (DPII), a commercial test, was administered to the same children when they were in prekindergarten and first grade. The initial samples were 91 and 267 prekindergarten students. The Developmental Rating Scale (DRS), a simple teacher rating scale constructed for this research, was administered to these children when they were in kindergarten. Data on promotion and referral for special services were collected at the end of kindergarten and first grade. Regression analyses using subscale scores as the independent variables and promotion and referral as the dependent variables indicated that some DRS subscales are better predictors of promotion and referral than DPII subscales. This finding suggests that the use of a simple device instead of a time-consuming and expensive commercial test may enhance teachers' ability to describe and predict children's success and problems. Underlying dimensionality was studied using a factor analysis on the subscale scores obtained on all administrations of the two instruments. The factor analysis yielded one factor for all the subscales to each instrument and a different factor for each instrument. This indicated that each test measures a global dimension, not five separate dimensions or skills. (Contains 8 tables and 14 references.) (Author/SLD)

ED 397 115 TM 025 249

Garcia, Teresa; And Others
Predictors of Self-Handicapping: An Examination of Personal and Contextual Factors.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). This research was supported by a Faculty Incentive Grant from the Center for Applied Research and Development in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Context Effect; Demography; Elementary Secondary Education; Higher Education; *Performance Factors; *Prediction; Self Concept; Student Evaluation;

ED 397 133 TM 025 300

Kirst, Michael W.; Mazzeo, Christopher
The Rise, Fall and Rise of State Assessment in California, 1993-1996.
SPONS. AGENCY- Consortium for Policy Research in Education and Policy Analysis for California Education.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Educational Assessment; Educational History; Educational Innovation; Educational Policy; Educational Trends; Elementary Secondary Education; *Performance Based Assessment; *Political Influences; Public Relations; *State Programs; *Testing Programs; Test Use; Trend Analysis
IDENTIFIERS- California; *California Learning Assessment System; Stakeholders

California was a pioneer in new forms of student assessment through a system entitled the "California Learning Assessment System" (CLAS). For different reasons, several interest groups objected to the CLAS, which has been discontinued. The history of the CLAS program sheds light on the future of testing policy in California and perhaps in the nation. CLAS was developed to align the California testing system to the curriculum, to measure attainment of curriculum, and to provide assessment of individual student achievement. Controversy arose with the first round of testing, with conservative groups objecting to the test's content. Attempts to address the controversy only fueled the public relations nightmare the testing system had become. Sampling and statistical concerns were raised by educators who were concerned with the CLAS performance assessment components. Three dimensions of the CLAS case stand out as lessons for testing policy in general: (1) the tension between political and technical factors; (2) the divergent priorities and goals of key stakeholders; and (3) the extent of antigovernment feelings among the public. State assessments contain issues that are high-stakes politics. The experience of California suggests that an elite professional alliance cannot both set the agenda for reform and persuade the public that their agenda is best. (SLD)

ED 397 134 TM 025 308

Leonard, John D.
Creating Item Signatures from California's Mathematics Framework: The First Step to Individual Result Reporting.
PUB DATE- Apr 96
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; *Educational Policy; Elementary Secondary Education; *Mathematics Education; *Performance Based Assessment; Policy Formation; Research Reports; State Programs;

ED 397 152 UD 031 026

Davis, Robert C.; Lurigio, Arthur J.
Fighting Back: Neighborhood Antidrug Strategies.
PUB DATE- 96
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Community Programs; Cooperative Programs; *Drug Abuse; Drug Education; Drug Rehabilitation; *Law Enforcement; *Neighborhood Improvement; *Prevention; Program Descriptions; Program Implementation; Shared Resources and Services; Social Problems; *Urban Problems
IDENTIFIERS- *Grassroots Efforts

What is being done at a local level, in the neighborhood, to prevent and discourage small-time drug dealers is discussed. Partnerships of law enforcement and grassroots citizens' groups are working in many places to reduce the availability and impact of drugs in their communities. The book opens with a discussion of drug use and the urban communities in the United States where they have developed such a hold on the lives of residents. The second chapter discusses a basic action citizens can take--calling police and reporting drug activity. Chapter 3 explores indigenous community antidrug programs in their various forms and presents the case study of a successful effort in Philadelphia (Pennsylvania). Chapter 4 then reviews implanted community antidrug programs, those established with external funds and organized from outside the community. Four major examples of this type of program, in which more rigorous evaluations are often possible, show their potential. Police efforts in the neighborhoods are the subject of Chapter 5, and Chapter 6 looks at another law-enforcement approach, programs for the abatement of drug houses. A successful initiative of this sort in Milwaukee (Wisconsin) is profiled. The final chapter summarizes information about neighborhood antidrug approaches. (Contains 6 figures, 5 tables, and 203 references.) (SLD)

ED 397 153 UD 031 027

Gibboney, Richard A.
The Stone Trumpet: A Story of Practical School Reform, 1960-1990. SUNY Series, Democracy and Education.
PUB DATE- 94
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; *Curriculum Development; Democracy; *Educational Change; Educational History; Educational Practices; Educational Trends; Mastery Learning; *Outcomes of Education; Public Schools; School Role; Team Teaching; *Technological Advancement; Trend Analysis; *United States History
IDENTIFIERS- Dewey (John); *Reform Efforts

The most radical and fundamental school reform of all was the creation of the free and universal system of public education in the United States, but there has been a plethora of reform efforts since. This book reviews the history of over 30 reforms since 1960, remarking on how ideas have influenced educational practice and commenting on how poor most of these reforms have, in fact, been. The intellectual and democratic perspective

ED 397 173 UD 031 051

Directory of Asian American Community Organizations in the Twin Cities.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Asian Americans; *Community Organizations; Community Programs; *Cultural Awareness; *Ethnic Groups; Ethnicity; *Nonprofit Organizations; Outreach Programs
IDENTIFIERS- Minnesota (Minneapolis); Minnesota (Saint Paul); *Minnesota (Twin Cities)

This directory lists primarily not-for-profit organizations, associations, and mutual assistance groups in the Twin Cities (Minneapolis and Saint Paul, Minnesota) that are by, for, and about Asian Americans. It does not include state offices, religious organizations, or student groups among its 116 entries. Each entry includes the organization's name, specific ethnic orientation, description of services provided and outreach activities, and a contact person. An ethnicity index also groups the organizations by specific ethnic group served. While primarily of local interest, this directory is comprehensive enough for a large urban area to be potentially useful to those engaged in similar activities elsewhere. (SLD)

ED 397 174 UD 031 052

Whillock, Rita Kirk, Ed.; Slayden, David, Ed.
Hate Speech.
PUB DATE- 95
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; Communication (Thought Transfer); Homosexuality; Power Structure; Racial Discrimination; *Rhetoric; *Social Bias; Social Change; *Speech; *Violence
IDENTIFIERS- Hate; Hate Crime; *Hate Speech

Most of the research on hate has focused on specific acts of hatred, but little attention has been given to the rhetorical expression and strategies of hate. The insights of scholars from a variety of disciplines have been gathered in this collection to explore hate as a communication phenomenon. Essays include: (1) "Elite Discourse and the Reproduction of Racism" (Teun A. van Dijk); (2) "The Use of Hate as a Strategem for Achieving Political and Social Goals" (Rita Kirk Whillock); (3) "The Gay Agenda: Marketing Hate Speech to Mainstream Media" (Marguerite J. Moritz); (4) "Work-Hate: Narratives about Mismanaged Transitions in Times of Organizational Transformation and Change" (H. L. Goodall, Jr.); (5) "Symbolism and the Representation of Hate in Visual Discourse" (David E. Whillock); (6) "Acts of Power, Control, and Resistance: Narrative Accounts of Convicted Rapists" (Peter M. Kellett); (7) "Hating for Life: Rhetorical Extremism and Abortion Clinic Violence" (Janette Kenner Muir); (8) "Holy Wars and Vile Bodies: The Politics of an American Iconography" (David Slayden); (9) "There's Such a Thing as Free Speech: And It's a Good Thing, Too" (Stephen A. Smith); and (10) "Afterword: Hate, or Power?" (David Theo Goldberg). (Contains two tables.) (SLD)

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Organizations; Curriculum Development; Educational Administration; *Educational Change; *Middle Schools; *Parent Participation; Parent School Relationship; *Partnerships in Education; Program Evaluation; School Restructuring; Student Attitudes; *Urban Schools
IDENTIFIERS- Edna McConnell Clark Foundation; Milwaukee Public Schools WI; San Diego Unified School District CA

Evaluation data are reported from two examples of a comprehensive approach to urban school reform that attempted to involve the full range of stakeholders, including parents, in school reform. The Edna McConnell Clark Foundation awarded grants to five urban school districts to improve middle schools by focusing on high expectations, high content, and high support for student and school efforts. How parents in two study sites, Milwaukee (Wisconsin) and San Diego (California), affected school reform initiatives was studied. The four aspects of schooling that parent activity affected were identified as: (1) parent-teacher relationships; (2) student behavior and perceptions of self; (3) curriculum; and (4) administrative or policy concerns. Parent involvement that was connected to community-based organizations seemed to give the parents a power base from which to operate, and it was evident that the approach that each community-based organization took made a difference in parental ability to influence reform activities. Lessons from these two projects illustrate how effective parents could be when supported by a systematic and coordinated approach. (SLD)

ED 397 195   UD 031 074

Valdes, Guadalupe
Con Respeto. Bridging the Distances between Culturally Diverse Families and Schools. An Ethnographic Portrait.
PUB DATE- 96
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Bilingual Education; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Ethnography; *Family Programs; *Hispanic American Culture; Immigrants; *Mexican Americans; Parent Attitudes; Parent Education; *Parent Participation; Parent School Relationship; Student Characteristics
IDENTIFIERS- Hispanic American Students

As part of a larger ethnographic study, this book focuses on Mexican American family life, parental attitudes toward school, and efforts to increase student achievement by changing families. Exploration of the daily life of the 10 immigrant families sheds light on what educators have interpreted as the disinterest of newly arrived immigrants in their children's education. It is argued that Mexican working-class parents bring to the United States goals, life plans, and experiences that do not help them make sense of what the schools expect of their children. Schools expect a "standard" family and show little sensitivity to the immigrants' culture. Examination of the lives and backgrounds of these families shows that parents' expectations of the "good life" are often incongruent with the school's definitions of success. While it was true that the families in this study were not producing successful students, it was not because they were bad parents. There are many reasons to question the efficacy of programs aimed at changing

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Equal Education; Ethnic Groups; Minority Groups; *Multicultural Education; Reference Materials; *Resources; Sex Fairness

This annotated bibliography includes all of the race equity and multicultural materials available from the Nebraska Department of Education's Equal Educational Opportunity Project. A table listing works by author's last name provides quick access to the topic and grade level. An annotated bibliography arranged alphabetically by author provides publication information and a brief description for each work. Grade levels are identified, and information about the format and running time are presented for nonprint works. Works of 567 authors are listed. (SLD)

(CDA) credential, created in 1972 to meet the growing need for skilled child care workers to provide quality programs for young children in the United States. A pilot program was launched in 1974, leading to the granting of CDA credentials in 1975. Since 1976 over 60,000 CDA credentials have been awarded, and Head Start's current mandate includes one CDA per classroom. Critiques of the CDA system are reviewed, as are adaptations and variations on the original curriculum and model. Other nontraditional child care training and credential programs are also described. It is concluded that the CDA credential has created a cadre of competent, skilled educators and caregivers. Weaknesses and challenges associated with the program include confusion about the status of CDAs within the early childhood profession, self-regulation within the credentialing process, and the limited scope of the credential in non-Head Start settings. (Contains 56 references.) (PB)

ED 397 019 SP 036 732

Quality Teaching: Quality Education for Alberta Students. A Discussion Paper for Consultations on Enhancing the Quality of Teaching.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competency Based Teacher Education; Educational Change; Educational Cooperation; Educational Policy; *Elementary Secondary Education; Foreign Countries; *Instructional Improvement; *School Restructuring; *Teacher Certification; *Teacher Competencies; Teacher Improvement
IDENTIFIERS- *Alberta

This report provides the second year update to the Alberta (Canada) government's 3-year plan to restructure the province's education system. Key strategies for improving teaching are put forth, including: updating teacher preparation and certification requirements to reflect the most current understanding of effective teaching; establishing competencies for beginning and experienced teachers; and developing a coordinated approach to delivery of professional development opportunities for teachers. Principles underlying the report's recommendations are listed and include: the key role of teachers; competency should be the primary criterion for qualifying an individual to teach; teachers professional growth is facilitated through the collaborative action of all stakeholders; and school boards are responsible for having teacher evaluation policies that conform to the Provincial Teacher Evaluation Policy. Memoranda of Agreement are proposed to establish and facilitate partnerships between campus-based and field-based educators. Other major proposals include a shift toward more flexible, competency-based certification guidelines and establishment of more detailed guidelines for use in teacher evaluation practices. Recommendations for changes to the provincial Teacher Evaluation Policy are detailed. The background and implications of each of these proposals is discussed, and a call is made for commentary and input. Appendices include an outline of suggested competencies and a reader opinion survey. (PB)

ED 397 020 SP 036 734

Development Schools; Secondary Education; Student Centered Curriculum; Teacher Improvement; Teaching Methods; *Teaching Models
IDENTIFIERS- *Preservice Teachers

This study examined teachers' transformations from "sages on the stage to guides on the side" through a survey of preservice secondary school teachers (N=73) over time to identify their envisioned preferred teaching methods; a survey of inservice master teachers (N=24) in professional development schools to identify their choices of teaching methods; and an evaluation of the effectiveness of an educational technology course in changing preservice teachers' envisioned preferred methods. The course in educational technology stressed expansion of preservice teachers' methods beyond lecture and included: (1) diversification of modeled teaching methods; (2) student-centered, projects-based learning; (3) meetings with master school teachers who described and demonstrated effective teaching methods; and (4) preservice teacher design of student-centered interdisciplinary units. The preservice teacher survey found a general trend away from lecture and toward more student self-directed learning and prepackaged instruction. Comparison of ranking of preferred methods before and after the educational technology course indicated students moved lecture from first to third place. Master teachers, however, ranked lecture in fifth place. Attached tables provide detailed analysis of study data. (Contains 11 references.) (ND)

ED 397 037 SP 036 756

Seda, E. Elliott
A Social Reconstruction Model of Supervision.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Curriculum Development; Educational Change; *Educational Philosophy; Elementary Secondary Education; Higher Education; Instructional Development; Learning Processes; *School Community Relationship; School Role; Social Change; Staff Development; Student Development; Teacher Student Relationship; *Teacher Supervision; Teaching Models
IDENTIFIERS- *Social Constructivism

This paper presents a social reconstructionist model of supervision. The model connects schools and society, and considers the vital role teachers, students, staff, and others play in developing, designing, and implementing reforms in school and society. The model is based on the philosophy of social reconstructionism, which views schools as cultural, political, and social agencies interacting with the general society, and the purpose of education as cultivating a critical examination of subject matter knowledge and how it impacts society. From this philosophy of education, teaching is conceptualized as an activity that fosters change in school and society and as an interactive activity between teachers and students. This conception of teaching leads to a conception of supervision as transformational, involving all activities that have a direct impact on teaching and learning and of instructional development as the primary focus in the

*Teacher Characteristics; *Teacher Effectiveness; Teaching
Experience

This study assessed the relationship between teacher efficacy and teacher conceptual level, teacher empowerment, and school culture. Teacher participants (N=430) were primarily Caucasian females who taught in grades K-12, with the majority at the elementary (83 percent) or middle school (11 percent) level. They were evenly represented in the socioeconomic levels of the schools in which they taught. Analyses of the four surveys administered indicated: higher scores in teaching efficacy for female elementary school teachers with a negative correspondence to years of experience; no correlation to educational level; and significant correlation between efficacy and empowerment, conceptual level, and school culture. Personal teaching efficacy was the most closely related to motivation and teacher professionalism, while teaching efficacy was related to professional treatment by administrators, perceived potency, and values. School administrators had the highest level of personal teaching efficacy. Findings gave a possible profile of a low efficacy teacher as more likely to be male, a high school teacher, with fewer years of teaching experience, functioning at a lower conceptual level, and working in a less professional environment. Seven tables provide data on teacher and administrator characteristics, teacher efficacy, school culture, teacher experience and satisfaction, and correlation between teacher efficacy and other factors. (Contains 74 references.) (CK)

ED 397 056 SP 036 822

Lemberger, Nancy
How a Spanish Bilingual Teacher Builds Community in a Mien Bilingual Class.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Bilingual Teachers; *Change Agents; *Class Activities; *Community Involvement; *Creative Teaching; Elementary School Teachers; Immigrants; Kindergarten Children; *Parent Participation; Parent School Relationship; Personal Narratives; Primary Education; Story Telling; Student Characteristics; *Teacher Role
IDENTIFIERS- *Mien People; Southeast Asians

This paper presents a narrative describing a Spanish/English bilingual teacher's experience in building a validating community for Mien students and their parents in the classroom and the larger school context. The larger study of which this one is a part drew from teacher research, teacher narrative, and teacher voice. Data were collected through interviews with bilingual teachers with interesting tales to tell regarding their personal and professional experiences in bilingual classes. Topics covered in this narrative include student histories; their immigration experiences; class structure and discussion techniques; parental involvement and parent-teacher relationships; course content; community support; and school governance. This teacher collaborated with parents and other members of the community to teach the Mien language to the children and enable parents to teach what was important to

Foreign Language. Using four grammar-checking programs, 320 analyses were produced. Results indicated that a model could be constructed using the commercial programs and that about 30% of the essays could be scored correctly. Scores derived from the scoring model could be accepted as accurate, but the number of essays scored does not yet warrant its application in a practical setting. Three appendixes contain sample grammar check outputs, a categorization of errors from the grammar checkers, and essay analysis data. (Contains 16 tables, 5 figures, and 6 references.) (Author/SLD)

ED 397 077 TM 025 074

Dimitrov, Dimiter M.
On the Cutting Score Determination in Dichotomous Classifications.
PUB DATE- Oct 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; *Classification; *Criterion Referenced Tests; *Cutting Scores; *Research Methodology; Test Results; Validity
IDENTIFIERS- *Dichotomous Scoring

The choice of a cutting score for criterion-related tests influences decisions related to classifying people into dichotomous categories. This paper proposes an empirical methodology for determining the best cutting score when there is information about the test score frequency distribution of test-takers defined as actually successful and actually unsuccessful on some criterion. The method is based on two statistics calculated for each possible cutting score. The first is a pure hit rate, representing the proportion of correct classifications above those expected by chance. Second is a chi-square statistic for testing the significance of the difference between the population frequencies of the two types of misclassifications errors. A cutting score summary table is developed based on the information about the test score frequency distributions of two validation samples based on actually successful and actually unsuccessful samples. Cutting scores are divided into those that yield equal frequencies of the two types of misclassification errors and those in which the frequency of one type of error is higher than that of the other. The cutting score summary table facilitates the determination of the best cutting score in each category. (Contains 2 tables and 19 references.) (SLD)

ED 397 078 TM 025 078

Papa, Frank J.; Schumacker, Randall E.
Assessing Disease Class-Specific Diagnostic Ability: A Practical Adaptive Test Approach.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Artificial Intelligence; Classification; *Clinical Diagnosis; *Diseases; *Graduate Medical Students; Monte Carlo Methods; Pilot Projects; Probability; *Robustness (Statistics); Simulation; Symptoms

several types of teacher and administrator respondents. The 1991 SASS is a set of four related surveys dealing with teacher supply and demand, school administrator characteristics, information about schools and students, and teacher characteristics. This manual introduces the design effect and the GVF for estimating sampling variances for complex surveys such as the SASS. Appendixes contain: (1) variables selected for average design effects and GVF fitting; (2) average design effects tables; (3) GVF tables; and (4) a sum of weights table. (Contains 8 tables, 9 tables in the appendixes, and 33 references.) (SLD)

ED 397 096 TM 025 138

Salvucci, Sameena; And Others
Design Effects and Generalized Variance Functions for the 1990-91 Schools and Staffing Survey (SASS). Volume II. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 53p.; For Volume I, see TM 025 137.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; *Computation; Elementary Secondary Education; *Error of Measurement; Estimation (Mathematics); Institutional Characteristics; *National Surveys; *Research Design; Sample Size; *Sampling; Student Characteristics; Teacher Characteristics; Teacher Supply and Demand
IDENTIFIERS- *Generalized Variance Functions; *Schools and Staffing Survey (NCES)

This technical report provides the results of a study on the calculation and use of generalized variance functions (GVFs) and design effects for the 1990-91 Schools and Staffing Survey (SASS). The SASS is a periodic integrated system of sample surveys conducted by the National Center for Education Statistics (NCES) that produces sampling variances different from those produced by simple random sampling with fixed sample size. An introduction provides a conceptual and contextual discussion, addressing the reasoning for using general analytical techniques to calculate standard errors for complex survey data. The second section describes groups of survey statistics users might want to select. In Section 3, the procedure and computational formulas for calculating the design effects for the most common types of estimates (totals, means, and proportions) are presented. Section 4 then gives the technical details of GVF fitting. The design effect and GVF results obtained from the 1990-92 SASS are presented in Section 5. Section 6 discusses possible next steps in calculating standard errors for NCES surveys. (Contains 8 tables, 12 figures, and 25 references.) (SLD)

ED 397 097 TM 025 139

Maryland Adolescent Survey, 1994.
PUB DATE- Jul 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Drinking; *Drug Use; Ethnic Groups; High Schools; *High School Students;

*Student Motivation
IDENTIFIERS- *Self Handicapping

Evaluation is so paramount in students' lives that researchers have found that, for many students, one's self-worth is intricately tied to one's performance. Self-handicapping is a strategy that may be used to maintain one's self-worth. This anticipatory tactic typically involves the use of procrastination; by procrastinating, one clouds the causal factors involved in performance, such that in the event of poor performance, one may attribute the low grade to lack of effort rather than to low ability. Considering the negative impact of this strategy on students' learning and performance, identifying factors that trigger students' self-handicapping behaviors is imperative. Demographic, motivations, and contextual factors were studied for 529 college students at 3 different time points in a semester. Motivational and classroom context variables were stronger predictors of students' self-handicapping than were demographic variables. These results are discussed in terms of implications for instruction and suggestions for interventions. (Contains 4 tables and 25 references.) (Author/SLD)

ED 397 116 TM 025 250

Stevens, Joseph J.; Clauser, Patricia
Longitudinal Examination of a Writing Portfolio and the ITBS.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Elementary School Students; Elementary Secondary Education; *Longitudinal Studies; *Portfolio Assessment; Portfolios (Background Materials); Predictive Validity; Scores; *Secondary School Students; State Programs; Test Results; Test Use; *Writing Evaluation
IDENTIFIERS- *Iowa Tests of Basic Skills; United States (Southwest)

Assessment results were examined for 2,351 students in a large Southwestern school district over a 4-year period. Assessment in the first year consisted of the full battery of the Iowa Tests of Basic Skills (ITBS) administered to all third graders in the district. In the following year (grade four), the same students participated in a state-mandated Writing Portfolio Assessment (WPA) program. In the third year, the fifth-grade year, the ITBS was administered and in the fourth year (grade six) the writing portfolio was administered using new prompts. Patterns of relationships were studied both within and between assessment methods. Results showed moderate to high predictive validities for the ITBS and low predictive validities for the WPA. Application of a longitudinal structural equation model indicated that later achievement (either ITBS or WPA) was related to prior achievement as measured by the grade-three ITBS, but not as measured by grade four WPA. In fact, relatively little variance in student WPA scores was accounted for using information from other assessment measures or occasions. An appendix presents the grade four and grade six writing prompts. (Contains 1 figure, 4 tables, and 17 references.) (Author/SLD)

Test Construction; Testing Programs; *Test Items; Test Results
IDENTIFIERS- *California Learning Assessment System; *Item Characterization; Item Signatures

In the context of the development of a possible national mathematics assessment, a study was conducted to determine whether a test item characterization scheme could be created based on a state policy document that serves as the driving force behind large-scale performance assessment. Further considerations were whether such an item characterization scheme could provide a means to differentiate tasks within an assessment and produce equivalent assessment forms at various grade levels and whether the item characterization scheme could provide information comparable to that from previous item characterization approaches. These questions were explored using the California Learning Assessment System (CLAS) testing program. The Mathematics Framework for California Public Schools (CMF), the state's policy document for mathematics assessment, was used to create item characterizations and item signatures for CLAS tests. The CMF characterizations were compared to three other item characterization methods. No one scheme had a clear advantage in itself, but it was advantageous to use the state's own policy document as the basis for item characterization, in terms of time saved and costs avoided. Appendix A explains the coding schemes, and Appendix B presents the specific example of grade-8 test coding. (Contains one figure, one table, eight appendix tables, and eight references.) (SLD)

ED 397 135   TM 025 310

Kannapel, Patricia J.; And Others
"I Don't Give a Hoot If Somebody Is Going To Pay me $3600:" Local School District Reactions to Kentucky's High Stakes Accountability Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 12 Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Accountability; Educational Assessment; Educational Change; Elementary Secondary Education; Interviews; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Program Implementation; Qualitative Research; *Rural Schools; State Programs; *Teacher Attitudes; Teacher Education; Testing Programs
IDENTIFIERS- *Kentucky Education Reform Act 1990; *Measurement Driven Instruction; Reform Efforts

This paper places Kentucky's accountability program in the national context, and then describes how educators in four rural Kentucky school districts reacted to the program in the initial years of its implementation. The information is drawn from a qualitative study of the implementation of the Kentucky Education Reform Act (KERA) in these four districts, which began in 1990 and was ongoing through the 1994-95 school year. The KERA assessment and accountability program, the Kentucky Instructional Results Information System, uses a performance-based test with open-response questions, performance events, and portfolios. Observation, interviews, and document review espoused by the tradition of John Dewey and the scientific and technological perspective provide the conceptual framework for the analysis of 30 years of school reform. New curricula, open classrooms, team teaching, mastery learning, and compensatory education are among the 34 reform efforts reviewed. If school practice and reform are to become more thoughtful, it is essential to ask not only how effective the reform is, but to ask first how educationally worthwhile it is. Three appendixes list 21 Deweyian criteria for reforms and provide general comments on some frequently advocated reform models. Photographs with associated commentary illustrate some aspects of the history of educational reform. (Contains 5 figures and 65 references.) (SLD)

ED 397 154 UD 031 028

Blackburn, Clare
Poverty and Health: Working with Families.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Economic Factors; *Family Environment; Foreign Countries; *Health; Housing; Life Events; Low Income Groups; Minority Groups; Nutrition; Policy Formation; *Poverty; Public Policy; *Urban Problems; *Young Children
IDENTIFIERS- *United Kingdom

This book is concerned with the impact of poverty on health, focusing on families with young children in the United Kingdom. It draws together information from a wide range of disciplines to provide workers in the health and welfare fields with a better understanding of the complex interconnections between living conditions, lifestyles, and health problems. Chapters 1 and 2 introduce the context of the exploration, and the next four chapters examine how poverty affects the health of those who experience it. Chapters explore the specific issues of nutrition and food, housing, mental health, and caring for children's health. Chapter 7 summarizes the main themes and identifies the major issues with implications for public policy. High unemployment, low pay, and cuts in public expenditures have worked to make it more difficult to maintain a decent standard of living, particularly for the urban and minority poor. The pressure for health and welfare workers to understand the links between poverty and health is greater than ever. References follow each chapter. (Contains eight figures and nine tables.) (SLD)

ED 397 155 UD 031 031

Cahan, Susan, Ed.; Kocur, Zoya, Ed.
Contemporary Art and Multicultural Education.
PUB DATE- 96
NOTE- 421p.; Foreword by Christine Sleeter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Art Appreciation; *Art Education; Art History; *Artists; *Cultural Awareness; *Curriculum;

ED 397 175 UD 031 053

Ireland, Sandra L. Jones, Comp.
Ethnic Periodicals in Contemporary America: An Annotated Guide. Bibliographies and Indexes in Ethnic Studies, Number 3.
PUB DATE- 90
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cultural Pluralism; *Ethnic Groups; *Ethnicity; *Periodicals; Second Languages; Surveys
IDENTIFIERS- *Language Minorities

The ethnic-interest periodicals in the United States are a reflection of many aspects of the multicultural society. As a source guide to these periodicals, this book provides information on the structure and description of the contents of 290 ethnic periodicals, of which 32 have multiple ethnic group interests. The ethnic group description and definitions were decided by the periodicals themselves in response to a survey sent to editors or publishers. The responses of 161 periodicals to the first mailing and 73 to the second mailing resulted in the identification of 86 ethnic categories. Periodicals are arranged according to ethnic group for easy reference. They represent a variety of formats and reflect a wide cross section of American society. Entries contain such information as special interest, publishing information, language in which published, and details about format and circulation. (SLD)

ED 397 176 UD 031 054

Gordon, Avery, Ed.; Newfield, Christopher, Ed.
Mapping Multiculturalism.
PUB DATE- 96
NOTE- 497p.; Papers derived from those presented at a conference, "Translating Cultures: The Future of Multiculturalism?" (Santa Barbara, CA, November 11-14, 1992). Most papers have been substantially revised since the conference.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Expression; Concept Formation; Cultural Awareness; *Cultural Pluralism; Economic Factors; Elementary Secondary Education; *Minority Groups; Models; *Multicultural Education; Policy Formation; *Political Influences; *Power Structure; *Public Policy; Racial Differences

Multiculturalism has become a major framework for analyzing intergroup relations in the United States, but the meanings of the term have become less and less clear. The 26 essays in this collection map the terrain of multiculturalism in its varied dimensions and discuss its future. The scholars represented, link the complex cultural questions of race to questions of power and institutional authority. They suggest the prospect of restructuring social and cultural knowledge to provide a better fit to society's often suppressed actualities. Part 1, "Mapping Multiculturalism," situates the concept in connection with related discourses about race, culture, and power. Part 2, "Rethinking the Political Subject," inquires into the ways that politics forms subjectivity and subjectivity informs politics. "Reading Multicultural Narratives," Part 3, examines already existing descriptions of U.S. culture as multicultural, ideas that have played a central role in the survival of nondominant U.S. cultures. "Multi-Capitalism," Part 4, connects group and the family, and this is especially true for Mexican American immigrants, for whom efforts to change the family can upset the delicate balance that allows them to survive. Any efforts that target this group must be culturally sensitive and based on appreciation and respect for the family values that these parents have brought with them. (Contains 5 figures and 232 references.) (SLD)

ED 397 196 UD 031 075

Comprehensive Adolescent Health Services in the United States, 1990.
SPONS. AGENCY- Agency for Health Care Policy and Research (DHHS/PHS), Rockville, MD.; Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jun 92
NOTE- 86p.; Funding also received from the American Medical Association Education and Research Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Child Health; Community Programs; Disadvantaged Youth; *Health Programs; *Integrated Activities; Program Descriptions; Program Evaluation; Rural Areas; *Social Services; Surveys; *Urban Areas; Urban Schools; *Youth Programs
IDENTIFIERS- *School Based Services

Various model programs for comprehensive health service delivery to adolescents have been proposed and implemented, but few of these programs have been evaluated systematically. This monograph identifies 664 programs that provide comprehensive or integrated services and reports the results of a survey completed by 435 programs. Two-thirds of all such programs are in urban communities; half of all rural programs are school-based. Programs can be grouped into the following models: (1) school-based or school-linked programs (45%); (2) health center-based programs (9%); (3) hospital-based programs (22%); (4) health department-based programs (8%); (5) community-center-based (11%); and (6) other models (5%). Nearly two-thirds require parental consent for the adolescent to receive services, with school-based programs the most likely to require parental consent. In reality, few programs provided comprehensive care such as drug and alcohol treatment or recreation programs. Many more service programs and systematic attempts to provide services are needed if adolescents are to have real access to comprehensive health care. (Contains 5 figures, 20 tables, and 74 references.) (SLD)

ED 397 197 UD 031 076

Andress, Shelby
Working Together for Youth: A Practical Guide for Individuals and Groups.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Community Programs; Cooperation; *Disadvantaged Youth; *Group Dynamics; Intervention; Planning; Program Development; Program Implementation; *Social Change; Social Services; *Volunteers;

Ronnerman, Karin
Action Research as In-service Project To Help Teachers Validate Their Own Teaching Practice.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Decentralization; Educational Change; Elementary Education; Elementary School Teachers; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Models; *Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- Sweden; *Teacher Researchers

Local responsibility for school development in Sweden has led to new possibilities for teacher improvement. This paper looks at using the potential of action research generated by the decentralization for the inservice training of teachers. Decentralization offered opportunities for inservice development work through special funding for projects, the opportunity for teachers to take responsibility for their own inservice training, and increased teacher cooperation. A 2-year project served as a model for using action research for inservice teacher training. The project had two main themes: local development work is an essential part of school development, and inservice training should focus on the teachers' own situation, not on a general teaching method. Through a series of seminars, researchers helped teachers define their field of interest and formulate their research problem, and then offered guidance to the teachers as their projects proceeded. During the second year, a symposium was held at which the teachers presented the results of their research to other teachers. The seminar series provided help and support throughout the process. (ND)

ED 397 021 SP 036 735

Dorsch, Nina G.
Conflict and Collegiality: A Dialectic of Community-Building in an Interdisciplinary Teaching Team's First Year.
PUB DATE- 12 Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; Grade 9; *Group Dynamics; High Schools; Inclusive Schools; *Integrated Curriculum; *Interdisciplinary Approach; *Interpersonal Relationship; Learning Disabilities; Physical Sciences; Regular and Special Education Relationship; *Teacher Collaboration; *Team Teaching; Teamwork; Thematic Approach; World History

This paper is based on a reexamination of data from implementation in 1993-94 of the "Connections" program, a voluntary interdisciplinary program option for ninth-grade students in Cedar City (Ohio). Data gathered from the four teachers (representing English, Physical Science, World educational process. Student development, another model component, is seen as connecting student learning to societal concerns. Several models of staff development consistent with social reconstructionism are briefly described. For curriculum development a nontechnical-nonscientific approach that stresses subjective student involvement is recommended. Finally, the school-community development component is seen to be critical since the school's purpose is to prepare students for community participation. (Contains 25 references.) (ND)

ED 397 038 SP 036 758

Rothenberg, Julia Johnson
As Ye Sow, So Shall Ye Reap: From Consultant to Collaborator in the Development of a Teacher Preparation Program in Lesotho.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.; Creative Associates International, Inc., Washington, DC.; World Bank, Washington, D. C.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultation Programs; *Cultural Influences; Curriculum Development; Developing Nations; *Educational Change; Elementary Education; Faculty Development; Folk Culture; Foreign Countries; Higher Education; Inservice Teacher Education; *Story Telling; Teacher Collaboration; *Teacher Education Programs; *Teacher Educator Education; Teacher Student Relationship; *Teaching Methods; Technical Assistance
IDENTIFIERS- Folk Music; *Lesotho; Primary Education Project

This paper reports on the author's 4-week consultation with faculty of the Lesotho National Teachers College as part of the Primary Education Project which provided technical assistance with issues of primary age schooling in the Kingdom of Lesotho. The consultant worked with 12 faculty members of the National Teachers College in a process that evolved from a standard consultation to a rewarding collaboration. Emphasis was on developing participants own latent knowledge of teaching primary school-age children and to introduce newer principles about teaching literary and numeracy. Lesotho's previous pattern of primary education and the training of primary teachers was based on neo-colonial ideas of European educational structures. Teacher preparation had focused on knowledge of subject matter rather than on pedagogy. Language and cultural differences initially caused difficulties for participants but the value of an active learning approach became apparent as the faculty began to integrate traditional rhyming songs, storytelling, and epic/historical poetry into teacher preparation curriculum development. Other issues covered during the project were multilevel planning using the environment in teaching, coping with extremely large classes, and the impact of historical customs. Appendices include lesson plans for storytelling and teaching numerical concepts through making traditional foods; and guidelines for conducting case studies on multi-structural teaching, mixed age group teaching, and the classroom without desks or benches. (Contains 10 references.) (ND)

ED 397 039 SP 036 759

their children. Her ability to form a community of learners came from her deep respect for the children and their parents. It is concluded that a hard-working, creative teacher can effect positive change in the classroom, but for a change to endure, the school culture needs broad-based support mechanisms. (Contains 16 references.) (CK)

ED 397 057 SP 036 824

Feldman, Allan; And Others
Looking at Ourselves Look at Ourselves: An Action Research Self-Study of Doctoral Students' Roles in Teacher Education Programs.
PUB DATE- Apr 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Course Content; *Critical Thinking; Doctoral Programs; *Educational Philosophy; Feedback; Graduate Students; Higher Education; Preservice Teacher Education; Research Needs; *Role Perception; Secondary Education; Student Journals; Teacher Education Programs; Teaching Assistants
IDENTIFIERS- *Self Monitoring; *Teacher Researchers

This paper describes a self-study by doctoral students serving as university mentors, supervisors, and researchers in a preservice teacher education program; and presents a second-order action analysis of this first-order action research. The action research reported focused on the teaching of action research, teacher education practices, and a study of the role of action research in teacher education. The theoretical perspectives shaping the study included philosophies of teacher education; individual first-order action research studies; and the authors' views of action research as a self-reflexive systematic process. Data were collected using preservice teachers' journals, lesson plans, surveys, interviews, research notebooks, and field observation notes; these data were analyzed through memos, reflective journals, weekly conversations with response groups, starting point speeches, and data workshops. Additional feedback was derived from other members of the class. Themes emerging from the research included issues of power and voice, awareness of professional growth, and reflective practice. Six tables and an explanation of acronyms and coding used are appended. (Contains 38 references.) (CK)

ED 397 058 SP 036 825

Glanz, Jeffrey
Pedagogical Correctness in Teacher Education: Discourse about the Role of Supervision.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Cooperating Teachers;

(Individual Disorders); Test Construction; Test Items
IDENTIFIERS- Rasch Model

Measures of the robustness of disease class-specific diagnostic concepts could play a central role in training programs designed to assure the development of diagnostic competence. In the pilot study, the authors used disease/sign-symptom conditional probability estimates, Monte Carlo procedures, and artificial intelligence (AI) tools to create test items (case vignettes) representing varying levels of typicality for the disease class known as myocardial infarction (heart attack). The typicality estimate assigned to each test item was converted to a Rasch logit scale value representing its difficulty level. Selected test items were then embedded within a paper-based examination and the performance of 628 first-year postgraduate residents-in-training determined for each item. The residents' performance was then simulated in the context of a practical adaptive testing (PAT) format. Results from residents for the actual paper-based and simulated PAT are compared and discussed. These two testing formats are also discussed in terms of their use to measure the robustness of disease-specific diagnostic concepts. An appendix explains a simulation procedure. (Contains 1 figure, 1 table, and 17 references.) (SLD)

ED 397 079   TM 025 079

McNeely, Sharon
Title VII Special Alternative Grant BRIDGES: Collaborative Teaching in Bilingual and ESL Project Evaluation 1994-1995.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Cooperation; Elementary Education; Elementary School Students; Elementary School Teachers; *English (Second Language); Federal Aid; Grants; *Literacy; Mathematics; Parent Participation; *Professional Development; Program Evaluation; Sciences; *Teaching Methods
IDENTIFIERS- *Cicero School District 99 IL; *Elementary Secondary Education Act Title VII

This document presents evaluation results for Cicero Public School District 99 for the Illinois Title VII Special Alternative Program Grant for the 1994-1995 school year. This was the first year of funding of the special alternative grant and the BRIDGES program, which provided collaborative teams of bilingual and English-as-a-second-language (ESL) teachers to develop means to support each other and their students and the parents of their students through training, collaboration, and development of materials and resources. One of the main purposes of the program was to develop the student's literacy skills in English, mathematics, and science. The evaluation demonstrated that the project was successful in meeting its major goal of developing collaborative teams of bilingual and ESL teachers. The timing of the grant and report deadlines did not allow for collection of data to indicate that literacy skills, science skills, and mathematics skills increased among students whose teachers engaged in the collaboration, but ongoing evaluation will address these concerns. Data collected so far indicate that teachers were using new strategies, developing new materials, and receiving training. Data also established that parents received training and resources.

Intermediate Grades; Lysergic Acid Diethylamide; Marijuana; Middle Schools; Parent Child Relationship; Public Schools; Racial Differences; Sampling; Secondary Education; *Smoking; Substance Abuse; Surveys; Trend Analysis; Urban Youth
IDENTIFIERS- *Maryland; Middle School Students; Monitoring the Future

This report details the latest findings from the biennial Maryland Adolescent Survey of the extent and trends in alcohol, tobacco, and drug use among students. To permit comparisons with national findings and trends, the form and content of survey items parallel those of the annual national study "Monitoring the Future," conducted by the University of Michigan Survey Research Center for the National Institute of Drug Abuse. Participants were 18,205 students drawn from grades 6, 8, 10, and 12 in public middle and high schools according to a multistage stratified cluster sampling procedure that allows the generalization of results for each grade. The 1994 survey reveals that alcohol use continues to be common among tenth and twelfth graders and has increased since 1992. Cigarette smoking has declined slightly among twelfth graders, but is up among the other grades since 1992. Other substances that show an increase in use are marijuana, LSD, and inhalants, with inhalants use increasing significantly among eighth graders. Findings also reveal substantial differences among racial and ethnic groups in use patterns. It is also of interest that more users than nonusers of alcohol and tobacco believe that their behavior is acceptable to friends and parents. Users of alcohol, tobacco, and drugs receive less parental supervision than nonusers. The survey further reveals that Maryland use rates are higher than national rates for all substances and ages except cigarette use by twelfth graders, a fact that may be due to the urban nature of Maryland's population. Four appendixes present schools not included in the sampling frame, the survey itself, teacher instructions, and local education agency tables. (Contains 39 tables and 23 figures.) (SLD)

ED 397 098 TM 025 166

Gaffney, Patrick V.; Byrd-Gaffney, Sharon
An Investigation into the Test Reliability of the Pupil Control Ideology Form.
PUB DATE- 8 Mar 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Construct Validity; Cross Cultural Studies; *Discipline; *Educational Environment; Educational Research; Elementary Secondary Education; Humanistic Education; *Ideology; *Teacher Attitudes; *Test Reliability; Test Use
IDENTIFIERS- Alpha Coefficient; *Control (Social Behavior); Custodial Approach; Preservice Teachers; *Pupil Control Ideology Form; Self Report Measures; Split Half Test Reliability; Test Retest Reliability

The Pupil Control Ideology Form (PCI) is one of the major instruments used by researchers interested in the study of school climate. Pupil control is a central feature of the organizational life of schools, and each school appears to have a prevailing ideology of pupil control. The PCI is a self-report instrument used to measure an educator's orientation toward pupil control along a bipolar custodial-humanistic continuum. Various studies have reported on the test reliability of the PCI using test-retest, split-half, and Cronbach's alpha techniques. Evidence of the construct validity

ED 397 117 TM 025 251

Schumacker, Randall E.
Many-Facet Rasch Model Selection Criteria: Examining Residuals and More.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Adults; *Chi Square; *Criteria; Earth Science; Geography; Goodness of Fit; History; Item Response Theory; *Judges; Scores; *Selection
IDENTIFIERS- Facet Analysis; FACETS Model; *Rasch Model; *Residuals (Statistics)

This research examined the significance of facet selection in a multi-facet Rasch model analysis. The residuals or remaining error in a multi-facet Rasch model were further studied in the context of a full and reduced data-to-model fit chi-square, given the specific design. In addition, main effect facet contributions to person measures and the interaction among elements of two facets were investigated. Seventy-four subjects participated, with the variables or facets studied being subjects, judges, sessions, topics, and tasks. Each subject was rated by a sample of 6 of the total of 31 judges on recall, interpretation, and application of history, geography, and earth science domains. Fixed chi-square values were significant for all facets included in the model, indicating that the elements for each facet differed significantly and had different effects on the subject's scores that needed to be accounted for through adjustment to scores or ability estimates. Examination of models in which one facet was excluded further indicated a facet's contribution to the overall data-model fit. The chi-square test can indicate how the facet elements differ, and calibrated measures indicate how much the subject ability estimates should be adjusted to account for the characteristics of the particular elements encountered by a subject. Appendix A shows entry of the original coded data, and Appendix B presents sample measurement report. (Contains one figure, five tables, and five references.) (SLD)

ED 397 118 TM 025 252

Finzer, Bill; Chen, Eugene
Components for Data Analysis and Statistics. The DataSpace (TM) Project.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 96
NOTE- 12p.; Paper (poster) presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 9-12, 1996). Illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Software; Curriculum Development; *Data Analysis; Graphs; High Schools; Mathematics Curriculum; *Mathematics Instruction; *Statistics; Tables (Data)

were used to study the reactions of educators in the four target districts. Very few of the teachers interviewed in these districts accepted the KERA philosophy that all children can achieve at high levels. However, the study produced evidence that the accountability measures were beginning to drive the reform effort to some extent in that teachers changed their instruction to focus on writing and schools were adding new courses. There was also evidence that at least some teachers were making a stronger effort to reach all students. Most commonly, however, teachers taught to the test because they were forced into it, and they often resented this. The KERA effort might be more successful if the focus was placed more on building teacher capabilities than on the rewards and punishments as they are now conceived. (Contains 24 references.) (SLD)

ED 397 136 TM 025 318

Hecht, Jeffrey B.
Educational Research, Research Ethics and Federal Policy: An Update.
PUB DATE- Apr 96
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Ethics; Federal Government; *Public Policy; *Research Methodology; *Social Science Research

The ethical treatment of human participants in medical research has been a focus of discussion for centuries. Less talked about, unfortunately, is how participants of social science research, especially of the kind of research found in educational settings, are protected from unethical procedures or investigators. Title 45 of the U.S. Code of Federal Regulations, Part 46, contains provisions generally allowing educational research to be exempt from Institutional Review Board review process. Recent legislative movements, together with rapidly changing technologies and research approaches, are forcing a reconsideration of this traditional exemption. This paper summarizes the federal regulations under which educational researchers are expected to operate. Recent legislative imperatives are reviewed, and the role of the Institutional Review Board is discussed. New questions concerning the ethical treatment of human subjects in educational research are raised. and suggestions for how each institution might address these challenges to the research process are presented. Attachments include "The Belmont Report," a report on ethical principles for the protection of human subjects from the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Title 45 of the Code of Federal Regulations, and selected portions of federal acts and commentary. (Contains 17 references.) (Author/SLD)

ED 397 137 TM 025 323

Harlen, Wynne; James, Mary
Creating a Positive Impact of Assessment on Learning.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American

Democracy; Educational Philosophy; Educational Practices; *Fine Arts; High Schools; *Multicultural Education; Secondary School Teachers; Spanish Speaking

As a curriculum guide for high school teachers and students, this volume is a natural outgrowth of the philosophy of the New Museum of Contemporary Art. It provides thought-provoking and innovative materials that challenge the normative practice of art education and art history. Contemporary art is used as the focal point for an antiracist, antisexist, democratically based curriculum, providing a theoretical foundation and practical resources for multicultural implementation. The first section provides the perspectives of six art educators about a multicultural approach to art. Part 2 presents photographs of the works of some contemporary artists, and Part 3 contains some statements about art from several of these artists. These statements are presented in English and in Spanish. Part 4 deals with integrating curriculum and experience in a series of 43 lessons about art and its role in society. The resources section contains annotated lists of 62 publications and 58 organizations. (SLD)

ED 397 156 UD 031 032

Lee, Stacey J.
Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth.
PUB DATE- 96
NOTE- 152p.; Foreword by Christine Sleeter.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Asian Americans; Cultural Images; Ethnography; Experience; High Schools; *High School Students; Interviews; Labeling (of Persons); *Minority Groups; Racial Differences; *Racial Identification; Self Concept; *Stereotypes
IDENTIFIERS- *Asian American Students; Model Minority Groups

The model minority image of Asian Americans authorizes the flat denial of racism and structures of racial dominance and silences those who are not economically successful. This book explores how young people incorporate, interpret, and make meaning of the "model minority" stereotype in the context of their lived experience in school and community. It presents an ethnographic study of a public high school and identifies four distinct identities young Asian Americans constructed for themselves (Asian American, Asian, Korean, and Asian new wave). How these identities relate to each other and to the model minority stereotype was studied through contact with 87 Asian American high school students and semistructured interviews with 47. Additional information was obtained through in-depth contact with eight student informants. While the model minority stereotype may appear positive or flattering, it actually is dangerous because it tells Asians and other minorities how to behave and it promotes an invisibility that masks their problems. (Contains 119 references.) (SLD)

ED 397 157 UD 031 033

Duke, Daniel L., Ed.
The School That Refused To Die: Continuity and Change at Thomas Jefferson High School. SUNY Series, Educational Leadership.
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

individual identity to recent changes in national and international economics. "Multiculturalism and the Production of Culture," explores artistic production as a type of social movement that can refashion public policy. An annotated bibliography contains 352 references. (SLD)

ED 397 177 UD 031 055

Manning, M. Lee
Celebrating Diversity: Multicultural Education in Middle Level Schools.
PUB DATE- 94
NOTE- 144p.; Foreword by Betty McEady-Gillead.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Cultural Differences; *Cultural Pluralism; *Curriculum Development; Instructional Materials; Integrated Activities; *Interdisciplinary Approach; *Middle Schools; *Multicultural Education; Program Development; Program Implementation; Racial Differences; Secondary School Teachers; Teaching Methods
IDENTIFIERS- Language Minorities; Middle School Students

Only a full scale effort will make multicultural education a success at the middle school level. Multicultural education programs must be integrated into all levels of the school day, from curriculum and instructional materials through all the components of the middle school experience. Chapter 1 looks at the country's increasing cultural diversity and explores the obstacles culturally diverse learners face. Chapter 2 explores the concept of multicultural education and societal ills. Essential middle school concepts and program elements are explored in Chapter 3, and Chapter 4 focuses on the curriculum and an integrated approach to multicultural education. A section of Chapter 4 examines appropriate teaching strategies for linguistically diverse learners. Chapter 5 then lists organizational and published resources teachers can consult. Middle-level schools can become even more significant in the lives of young adolescents and can become models for other schools to emulate when teachers deal with cultural diversity in ways that enrich the curriculum, demonstrate respect for all people, and attack all forms of ill treatment. Many practical suggestions are given for infusing multiculturalism into the whole school day. (Contains 11 tables and 94 references.) (SLD)

ED 397 178 UD 031 056

Sleeter, Christine E., Ed.; McLaren, Peter L., Ed.
Multicultural Education, Critical Pedagogy, and the Politics of Difference. SUNY Series, Social Context of Education and SUNY Series, Teacher Empowerment and School Reform.
PUB DATE- 95
NOTE- 472p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; *Educational Change; Educational Practices; Elementary Secondary Education; Futures (of Society); Ideology; Minority Groups; *Multicultural Education; *Political Influences; Role

Youth Programs
Information is presented to help individuals and groups translate their concerns about youth into concrete, constructive action in the community. At the heart of the guide is a step-by-step process for action. The first section deals with taking individual action, exploring ways that the individual can make a difference. The second part of the guide provides practical suggestions for gatherings of people, in groups of 2 or 200, to interpret information, share a vision, and commit to action. Change takes time, and it is necessary to realize that it will probably be 3 or 4 years before a program shows results. One of the most important decisions a group can make is to plan for early successes so that participants can demonstrate the value of working together. An annotated list of 10 resources to help in addressing youth problems is included, and this list is supplemented by an additional list of 7 resources without annotation. Sixteen worksheets are presented to help in issues clarification and planning. (SLD)

ED 397 198 UD 031 077

Scales, Peter C.
Working with Young Adolescents and Their Families: A National Survey of Family Support Workers. Survey Report.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- Feb 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Counseling; *Early Adolescents; *Family Programs; Mentors; Needs Assessment; Networks; Program Descriptions; Program Development; Resource Materials; *Resources; *Social Workers; Surveys; *Training; Urban Areas

A project was undertaken to identify the training and resources family support workers need to strengthen the programs they provide for young adolescents and their families. Results were designed to help shape the development of training and resource materials for family support workers nationwide. Potential survey respondents were on the Family Resource Coalition mailing list. Responses from 659 program directors or other administrators and staff represented a 10% response rate from the original mailing list. More than half the programs identified themselves as urban, but 32% were rural. Nearly half were locally oriented, and nearly half served multiple communities. The majority of surveyed workers said that they needed to do more to meet the needs of young adolescents and their families, especially in the areas of personal growth counseling, mentoring, and community service opportunities. Responses also indicated that a significant minority of these workers, from 30 to 50%, misunderstand critical aspects of young adolescent development. Nearly all respondents believed that training and resources in various content areas would be useful, and most were willing to attend brief training sessions. The other kind of key assistance, beyond training, that these workers wanted was help networking with others. (Contains 22 tables and 10 references.) (SLD)

ED 397 199 UD 031 080

Integrating Technology & Education: A Resource Booklet. Companion to the "Urban Audio Journal." Volume 1, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

History, and Learning Disabilities) and 80 students (including 10 with learning disabilities) included observations of classes and meetings, teacher interviews, and implementation documents. Anecdotes of triumphs and crises the teachers experienced are shared, as are details of the evolving interpersonal and interprofessional dynamics between teachers attempting to transcend their traditional curricular isolation. The experiences of the Connections teachers are compared with existing literature on what can be done to facilitate such team bonding and cooperation, including how conflict can be used to highlight important issues that might otherwise go unaddressed. (Contains 13 references.) (DB)

ED 397 022 SP 036 738

Juul, Thomas P.
Joining Gay and Lesbian Teacher Organizations: A Study of Members and Non-Members.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; College Faculty; Elementary School Teachers; Elementary Secondary Education; Higher Education; *Homosexuality; Job Satisfaction; *Lesbianism; Quality of Working Life; Secondary School Teachers; Social Support Groups; Surveys; Teacher Administrator Relationship; *Teacher Associations; *Teacher Attitudes; *Teacher Burnout; Teacher Characteristics; Teacher Morale
IDENTIFIERS- *Bisexuality; *Homosexual Teachers

The purpose of this study was to provide data on what role organizations for homosexual teachers play in the lives of lesbian, gay and bisexual teachers and to provide these organizations with information on how to strengthen their memberships. Thirteen lesbian and/or gay male teacher organizations assisted by distributing a survey on openness, job stress, and job satisfaction to their members (N=611), who in turn passed surveys along to an additional 289 homosexual or bisexual teachers who were not members of such organizations. Results found that members were more likely to be male, more confident of their civil rights, more likely to be involved in gay civil rights organizations, and less likely to be married or parents. Organization members displayed no significant differences from nonmembers on scales of job satisfaction, but reported significantly less stress at work related to their sexuality. Organization members had somewhat higher scores on measures of emotional exhaustion and depersonalization, which, combined with lower scores for sense of personal accomplishment, put them at high risk for teacher burnout. Members were significantly more likely to say they would choose the teaching profession. Results suggest that participation in such organizations helped prevent teacher burnout. Contains 3 tables of data. (PB)

ED 397 023 SP 036 739

Kadel-Taras, Stephanie
Teacher Centered for Teacher Change.
PUB DATE- 96
NOTE- 40p.; Paper presented at the Annual Meeting of the American

Young, Barbara N.
Theoretical Orientation to Reading and Student-Teaching Placement: Three Case Studies in Match and Mismatch Contexts.
PUB DATE- Feb 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Placement; Reading Instruction; Research Methodology; *Student Teacher Attitudes; *Student Teachers; *Student Teaching; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Student Perception of Teaching Effectiveness

Case study as a research methodology was used to provide a dense description and examination of many of the complex factors in the experiences of three selected student teachers and their cooperating teachers. This research effort examined the real or perceived effects of cooperating teachers' supervision on student teachers' attitudes, perceptions, philosophies, and behaviors during the student-teaching experience. The research investigated: (1) whether college instruction in methods classes was "washed out" by the student-teaching experience because of the strong dichotomy existing between practical theory and traditional classroom practice; and (2) whether the practicum experience serves merely to "socialize" the prospective teachers into established patterns of school practice relating to curriculum and instruction. The study looked at perceptions of three student teachers and transactions occurring between these student teachers and their respective cooperating teachers when pairs held the same theoretical orientation and when they held conflicting orientations to the reading process. Conclusions are addressed in terms of interpretation of data gathered in the case studies. Suggestions for future research and emergent questions concerning the practicum experience in general and the student teacher/cooperating teacher relationship in particular are presented. (Contains 5 tables and 25 references.) (ND)

ED 397 040 SP 036 765

Missouri Directory of Approved Professional Education Programs. September 1995. Two-Year and Four-Year Colleges and Universities.
PUB DATE- Sep 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Admission Criteria; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Education Programs; Two Year Colleges; Universities
IDENTIFIERS- *Missouri

This directory is designed to assist individuals in locating information pertaining to Missouri institutions of higher education with professional and pre-professional education programs. The institutions listed have met rigorous standards and are officially approved by the Missouri State Board of Education. The four-year institutions that are included offer

Educational Trends; Elementary Secondary Education; Higher Education; *Instructional Improvement; *Practicum Supervision; Preservice Teacher Education; Student Teacher Supervisors; *Supervisory Methods; *Teacher Attitudes; *Teacher Improvement; *Teacher Supervision

Pedagogical correctness "is characterized by a set of 'right' and often avant-garde beliefs about how the curriculum and schools should be structured." When supervisors avoid supervisory methods that are considered not "pedagogically correct" or fail to adopt practices considered incorrect, instructional improvement is likely to be compromised. Yet, both pre- and inservice teachers apparently want supervision that is well-informed, practical, and helpful regardless of the supervisory model used. Teachers and university supervisors were surveyed regarding their preferences for directive or nondirective methods of supervision. University supervisors responded that they employed nondirective measures, whereas teachers were more likely to employ directive measures. A historical perspective shows that, since 1920, literature on supervision has highlighted nondirective over directive methods. Influenced by the literature and by teachers themselves, supervisors have avoided directive methods, limiting supervision to pedagogically acceptable practices. Instead of being unduly concerned with pedagogical correctness, it is argued that supervision should be conceived as that function which utilizes a wide array of strategies, methodologies, and approaches aimed at improving instruction and promoting educational leadership. Such an integrated approach to supervision would facilitate instructional improvement. (Contains 50 references.) (CK)

ED 397 059 SP 036 826

Matheson, Cheryl A.; And Others
Courage: Those Who Dared To Make a Difference. Interdisciplinary Unit.
PUB DATE- 96
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Elementary Education; Elementary School Mathematics; Elementary School Science; *Interdisciplinary Approach; Language Arts; *Lesson Plans; Music Education; Physical Education; Social Studies; *Teacher Developed Materials
IDENTIFIERS- *Courage

This collection of instructional materials and class activities emphasizes five different situations in which courage is a necessary quality. For each section, lessons are planned to extend the theme through a cross-curricular approach. The topics include: a definition of courage; the courage to resist in the context of the Holocaust; mythical tales of courage in a lonely struggle for survival on an island off the coast of California; additional tales of survival relating to the Canadian wilderness, early explorers and inventors in North America, and other stories; the courage to change society's racial attitudes and practices; the courage to believe in one's self and one's dreams and to carry out those dreams; and the courage to fight (stories of soldiers who have gone to war). (Most materials and activities are ready for photocopying and distribution to students.) (CK)

BRIDGES worked with 40 elementary school teachers in 9 schools, each of whom had about 30 students. Recommendations for program improvement are made on the assumption that the school district will apply for future funding and will attempt to document student outcomes. (SLD)

ED 397 080 TM 025 080

McNeely, Sharon
Title VII Special Alternative Grant Summer School: Literacy in Math and Science Project Evaluation 1994-1995.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Education; Elementary School Students; Elementary School Teachers; Federal Aid; Grants; *Limited English Speaking; *Literacy; *Mathematics Instruction; Minority Groups; Parent Participation; Professional Development; Program Evaluation; *Science Instruction; *Summer Programs
IDENTIFIERS- *Cicero School District 99 IL; *Elementary Secondary Education Act Title VII

This document presents the evaluation results for the Title VII Special Alternative Instructional Program grant to Cicero Public School District 99 (Illinois) for the 1994-95 school year. This was the third year of funding and implementation of this grant, which provided summer school funds with emphasis in building literacy through the use of mathematics and science. A program director, 18 teachers, and 5 staff members served 180 students in grades 3 through 6 in the evaluation year. In the course of the evaluation, several on-site visits were made, and many pieces of additional data were analyzed. The program was designed to increase literacy development for students who have achieved some oral proficiency in English and are designated Limited English Proficiency (LEP). A dual purpose was to increase students' mathematics and science achievement. The professional development of teachers and parent involvement were also supported. The evaluation demonstrated that the project was successful in meeting its major goal of serving the needs of the targeted LEP group. Literacy skills, science skills, math skills, and computer skills all increased. Data also indicated that teachers increased their instructional repertoires and participated in professional development opportunities and that many parents became involved with the education of their children and received literacy training themselves. Recommendations for program improvement include finding a centralized location, better staff training, and more parent involvement. (SLD)

ED 397 081 TM 025 081

Bibliography of Assessment Alternatives: Portfolios.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 113p.; Fall 1995 edition of the Innovative Assessment series.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Testing; Elementary Secondary

of the PCI has been provided by comparing teachers' PCI responses to their principals' judgments of their orientations and by comparing responses of teachers from schools known to be highly custodial with responses from humanistic schools. Studies have supported the internal consistency of the instrument with preservice teachers, and other studies have supported its reliability with elementary and secondary school teachers in the classroom. Evidence supports the adequacy of the instrument for use in research on teacher ideology. Recommendations are made for enhancing the reliability of the PCI with cross-cultural groups and for additional study with other teacher populations. (Contains 38 references.) (SLD)

ED 397 099 TM 025 220

De Champlain, Andre; Gessaroli, Marc E.
Assessing the Dimensionality of Item Response Matrices with Small Sample Sizes and Short Test Lengths.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *Chi Square; Computer Assisted Testing; *Factor Analysis; Goodness of Fit; *Item Response Theory; *Matrices; *Sample Size; Simulation; *Test Length
IDENTIFIERS- *Dimensionality (Tests); Law School Admission Test; Likelihood Ratio Tests; Type I Errors

The use of indices and statistics based on nonlinear factor analysis (NLFA) has become increasingly popular as a means of assessing the dimensionality of an item response matrix. Although the indices and statistics currently available to the practitioner have been shown to be useful and accurate in many testing situations, few studies have investigated their behavior with small sample sizes and short tests, conditions that are usually encountered with computerized adaptive testing and computerized mastery testing. The purpose of this investigation was to compare the empirical Type I error rates and rejection rates obtained using two NLFA fit statistics with conditions simulated to contain short tests and small sample sizes. The behaviors of an approximate chi-square statistic, the LISREL8 (computer program) chi-square statistic, and the likelihood ratio chi-square difference with unidimensional data sets were examined with simulated data sets of 20 and 40 items and 250, 500, and 1,000 examinees for the Law School Admission Test. Preliminary findings with respect to the approximate chi-square statistic were encouraging in that it appeared to have low Type I error rate and rejection rates that were very high with two-dimensional data sets. The statistic was relatively unaffected by the sample size, test length, and latent trait correlation levels simulated. (Contains 5 tables and 75 references.) (SLD)

ED 397 100 TM 025 221

De Champlain, Andre
Assessing the Dimensionality of Item Response Matrices Using a Goodness-of-Fit Index Based on Noncentrality.
PUB DATE- Apr 96
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

The goal of the DataSpace project is to develop a computer learning environment for data analysis and statistics and associated materials for high school mathematics. DataSpace software will provide a concrete metaphor for data, along with interactive visual explanations of statistical concepts. Users will be able to change data smoothly and continuously and construct and study their own statistical measures and graphs. When the suite of software is completed, it will draw students into learning and using data analysis and statistics. Illustrations of software screens depict the way in which DataSpace will provide dynamic tables and graphs. The National Council of Teachers of Mathematics has recommended increased classroom emphasis on data analysis and statistics in the rest of the mathematics curriculum. The DataSpace project will eventually provide three units of material sufficient for a one-semester statistics course or as part of an integrated mathematics curriculum. The software will be an important tool for the statistics teacher and will take advantage of the networking structures being put into schools. (Contains seven illustrated screens.) (SLD)

ED 397 119 TM 025 254

Halkitis, Perry N.; And Others
Estimating Testing Time: The Effects of Item Characteristics on Response Latency.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Testing; Difficulty Level; *Estimation (Mathematics); Licensing Examinations (Professions); *Prediction; Property Appraisal; *Responses; Test Construction; *Test Items; *Timed Tests; Time Factors (Learning)
IDENTIFIERS- *Item Discrimination (Tests); *Speededness (Tests); Word Counts

The relationship between test item characteristics and testing time was studied for a computer-administered licensing examination. One objective of the study was to develop a model to predict testing time on the basis of known item characteristics. Response latencies (i.e., the amount of time taken by examinees to read, review, and answer items) were obtained from 197 individuals taking a national licensing examination for real estate appraisers for the first time. Response latencies were measured by the computer during the test taking process. Results of the study, which parallel results from paper-and-pencil tests, indicate that item response time was determined by three item characteristics: (1) item difficulty; (2) item discrimination; and (3) word count. These variables accounted for about half the variance in the response time. Item position, however, seems to have an inverse effect on response time, indicating that less time is required as one progresses through the examination. This may be due to the effect of practice as the examinee gains more experience with computer testing or with test speededness. Results provide a temporary model that test developers can use in estimating the amount of time that should be allotted to computer-administered examinations. (Contains two tables and seven references.) (SLD)

Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; British National Curriculum; *Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Feedback; Foreign Countries; *Formative Evaluation; *Summative Evaluation; Teacher Education; Technological Advancement
IDENTIFIERS- United Kingdom

One way to assure that assessment can have a positive impact on learning is to begin by understanding the nature of formative assessment. Understanding the distinction between formative and summative assessment will make it possible to use each for improvement of education. It becomes increasingly important that schools promote learning that is actively understood and internalized by the learner. The mere rote learning of facts will not suffice in the current and future worlds of rapid technological change. Knowing about students' existing ideas and skills and recognizing the point reached in development and the necessary next steps to take constitutes formative assessment of students. Formative assessment is essentially feedback to the teacher and the student about present understanding and skill development in order to determine the way forward. Summative assessment describes learning achieved at a certain time for reporting to parents, other educators, students themselves, and other interested parties. Using and articulating the distinction between these types of assessment is discussed in the context of the United Kingdom's National Curriculum. Both types of assessment must be integral to teacher education in order to ensure educational improvement. (Contains 19 references.) (SLD)

ED 397 138 TM 025 324

Kolstad, Andrew
The Response Probability Convention Embedded in Reporting Prose Literacy Levels from the 1992 National Adult Literacy Survey.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Interviews; *Item Response Theory; *Literacy; National Surveys; *Probability; Responses; Scaling; *Test Results; Young Adults
IDENTIFIERS- Item Characteristic Function; *National Adult Literacy Survey (NCES); National Assessment of Educational Progress; *Response Probability Convention

The role of the response probability convention in reporting results from the 1992 National Adult Literacy Survey is explored, using interviews with more than 26,000 adults and young adults. In order to summarize what respondents of a particular proficiency can do, it is convenient to adopt a convention for a sufficient response probability that is stringent enough to ensure that people at a lower bound can do what the task requires most of the time. Sections of the paper

PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Blacks; *Desegregation Effects; Educational Environment; *Educational History; *High Schools; Instructional Leadership; Migration; School Desegregation; School Districts; *Social Change; *Urban Schools; Urban Youth; Whites
IDENTIFIERS- Richmond Public Schools VA

The history of Thomas Jefferson High School, Richmond (Virginia), is traced from its opening in 1930 through the city's social changes. The school developed a culture of academic excellence that it struggled to defend against decades of challenges such as desegregation, white flight, leadership changes, and budget cuts. The history of the school is a history of both stability and change, and it is instructive in that both before and after desegregation the school offered an education that could legitimately be called excellent. The school context has been characterized by special interest groups and political influence, and no decision regarding schooling in Richmond has been simple. Thomas Jefferson High School remained open despite three serious attempts to shut it down; its history illustrates the contemporary politics of education. The final chapter considers what the history of this school can teach about organizational survival. As it adapted to a changing student body, declining resources, and new educational priorities, the school retained its symbolic value through its commitment to academic excellence. (Contains 3 figures, 18 tables, and 102 references.) (SLD)

ED 397 158 UD 031 034

Carger, Chris Liska
Of Borders and Dreams: A Mexican-American Experience of Urban Education.
PUB DATE- 96
NOTE- 170p.; Foreword by William Ayers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Catholic Schools; *Cultural Differences; *Disadvantaged Youth; Dropouts; Elementary Secondary Education; English (Second Language); Language Proficiency; Learning Disabilities; *Limited English Speaking; *Mexican Americans; *Parent Participation; Public Schools; *Urban Education; Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Hispanic American Students; Illinois (Chicago)

The story of Alejandro Juarez, Jr., a Mexican American youth, and his family's experiences in the parochial and public schools of Chicago (Illinois) portrays the problems that bilingual and bicultural children and their parents face. A further dimension was added by Alejandro's learning problems, which further complicated an already complex and frustrating relationship with the school system. The story begins when Alejandro is a shy and sweet fifth grader struggling with English and reading. As he progressed through school, from the parochial elementary school to a public high school, he encountered stereotyping and bias, difficulties with language, and the complications of his own difficulties with learning that made his school life even harder than the lives of his siblings. The support his family and his elementary school English-as-a-Second-Language teacher offered him were enough to keep Alejandro in school to a point. His eventual dropping out demonstrates that the devotion of a family is not enough when the school system is so filled with

of Education; *Social Change; Social Class; Urban Education; Urban Youth
IDENTIFIERS- *Critical Pedagogy; Transformative Education; *Underclass

The growing diversity of our society requires transformation of ideological perspectives and changes in social, cultural, and institutional relations in order to legitimize diversity as a societal strength. Dominant ideologies and classroom practices have functioned to serve only one segment of American society. Attention must be directed toward determining the social environments and relations that best fulfill all students' needs, and it must also be focused on achieving a broader contextual understanding of the role played by education in a postindustrial, late capitalist society. The contributors to Part 1 of this collection offer the position that all of society will suffer if an understanding of difference is not promoted actively. They then explore the sociopolitical factors that impede social transformations. Essays in Part 2 provide a conceptual framework as a basis for understanding multicultural education, critical pedagogy, and politics difference as forms of political and historical agency. Papers in Part 3 assert that multiculturalism will succeed as a medium of cultural critique to stimulate transformative social change because its primary pedagogical aim is to produce critical self-awareness. References follow each chapter. (SLD)

ED 397 179   UD 031 057

Kerckhoff, Alan C., Ed.
Generating Social Stratification: Toward a New Research Agenda. Social Inequality Series.
PUB DATE- 96
NOTE- 371p.; Papers from a conference begun at the Annual Meeting of the Southern Sociological Society and continued at Duke University (Raleigh, NC and Durham, NC, April 9-11, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; Career Development; Educational Environment; *Education Work Relationship; Elementary Secondary Education; Ethnic Groups; *Group Status; *Research Needs; *Role of Education; Social Class; Social Distribution; Social Influences; Social Mobility; *Social Stratification; Urban Education
IDENTIFIERS- Underclass

Some leading students of social stratification in the United States present empirical and theoretical essays about the institutional contexts that shape careers. These 15 essays work toward the goal of identifying and assessing the processes by which a birth cohort is distributed in the stratification system, given its position of origin in that system. The papers of Part 1 suggest the broad conceptualization of social stratification that will be needed for the new generation of research in this area, a so-called fourth generation of stratification research. Rather than modeling patterns of intergenerational or career mobility, research is beginning to identify and analyze the dispersion processes. Papers in Part 2 explore how educational settings and processes generate a cumulative dispersion of student performances, a major contributor to social stratification. Part 3 explores the links between education and the labor force, making it clear that the school-work linkage is an important and highly varied concept. The papers in Part 4 focus on social system contexts, with a

PUB DATE- 95
NOTE- 52p.; Accompanying audiotape not available through ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Online Systems; Program Descriptions; *Resources; *Technological Advancement; *Urban Education

This resource booklet is a companion to the second volume of the North Central Regional Educational Laboratory's (NCREL) "Urban Audio Journal" entitled "Computers and Education." The resource booklet includes selected listings of: (1) 24 articles, books and audiotapes about technology and education; (2) 8 online resources, including AskERIC, for educators and students to explore; (3) 9 organizations that focus on education and technology; and (4) technology initiatives in schools and districts throughout the NCREL's seven-state region and the nation. A glossary of key terms is included. (SLD)

ED 397 200 UD 031 081

Leuenberger, John A.; Whitaker, Sheldon V., Jr.
The Total Quality Movement in Education.
PUB DATE- Nov 93
NOTE- 13p.; This report is also a chapter in "Educational Innovation: An Agenda To Frame the Future," published by the Commonwealth Foundation and the University Press of America.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Administration; *Educational Change; Educational Innovation; *Elementary Secondary Education; Higher Education; *Organizational Development; *Participative Decision Making; *Quality Control; Research Needs; School Districts; Teaching Methods; Technical Assistance; *Total Quality Management
IDENTIFIERS- *Deming (W Edwards)

The total quality movement began as a result of the desire of W. Edwards Deming, an American statistician, to permit the economic system to maintain its edge in a growing global market. The 14 points Deming listed as essential to "total quality management" have recently been adapted to the field of education. The success of the total quality movement in education begins with its relationship to key players affecting the educational system. The quality movement concentrates its efforts and energies on school governance, curriculum design, instructional practices, and student outcomes. Educational organizations throughout the country are recreating their work processes, systems of human interaction, mission statements, and their long-term visions and strategies. The Erie (Pennsylvania) Excellence Council is an example of the application of the concepts of Total Quality Management in an established quality region of 17 school districts. Another example is seen in the Center for Total Quality Schools at Pennsylvania State University, the first university-based project designed to provide teachers and administrators with the training, support, and research base needed to implement Total Quality Management. The impact of the quality movement as a driving force in school reform will be negated unless school governance, curriculum design, and instructional processes are redesigned and student outcomes are emphasized. (Contains one figure.) (SLD)

Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Change; *Faculty Development; Higher Education; High Schools; Qualitative Research; Secondary School Teachers; Self Efficacy; *Teacher Improvement; *Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Teacher Change; *Teacher Empowerment

Using findings from qualitative research with teachers in one urban, public high school, the study argues that teachers need to be teacher centered in order to change their practices and work toward improvement for the benefit of themselves and their students. Teachers (N=9) in this study recognized that, in order to do their best for students, they needed to center some of their energy and efforts on their own interests and requirements as learners and on their own needs for control, security, power, and a life outside of school. The teachers in this particular school acted on their own desires as learners and maintained control in the classroom and control over self in order to change their practices. The study concludes that efforts to empower teachers as change agents must recognize teachers' needs and allow teachers to articulate how they can best be supported in their work to change and improve. (Contains 45 references.) (Author/ND)

ED 397 024 SP 036 740

Seferoglu, Suleyman Sadi
Exploring Elementary School Teachers' Perceptions of Professional Development: The Turkish Case.
PUB DATE- Apr 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Elementary Education; *Elementary School Teachers; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Instructional Improvement; Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- *Turkey

This paper reports on a study of teacher development practices in Turkey, exploring teachers' perceptions of professional development opportunities in the Turkish elementary school, and the extent to which elementary school teachers believe that these opportunities have helped them improve their instructional practices. Of the 500 teachers from 52 schools in the sample, 313 (64 percent) returned usable questionnaires. Data analysis revealed that most teachers had participated in inservice training only once or twice during their careers, and that rural teachers had less access to inservice training activities than urban school teachers. Survey respondents overwhelmingly agreed that more inservice training activities should be organized and made available, and that the evaluation reports prepared by administrators and supervisors were not very encouraging in helping teachers to grow professionally. Almost half believed that experienced teachers do not help new teachers, although they felt that experienced teachers should complete professional programs from which candidates may be recommended for Missouri certification. The two-year institutions included offer approved pre-professional courses, which may be transferred to the four-year institutions and counted as partial fulfillment of the requirements for certifications. Data provided for each institution include: the institution head, certification officer, teacher education contact person, data of approval period, and tests required for admission to the teacher education program. Also included in the directory are a state map showing locations of two- and four-year colleges, and a list of institutions by programs offered. (ND)

ED 397 041 SP 036 766

Characteristics of Professional Staff, Maryland Public Schools. October 1994.
PUB DATE- Oct 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Characteristics; Assistant Principals; *Certification; *Counselor Characteristics; Elementary Secondary Education; Higher Education; Librarians; Media Specialists; Principals; *Professional Personnel; School Counselors; School Psychologists; State Surveys; Statistical Surveys; Tables (Data); *Teacher Characteristics; Teacher Qualifications; Teachers; *Teaching Experience
IDENTIFIERS- *Maryland

The tables in this report describe the characteristics of professional staff employed in Maryland public schools as of October, 1994. The data were obtained from two sources: employment records provided to the Division of Planning, Results, and Information Management from local education agencies in Maryland, and teacher certification records maintained by the Division of Certification and Accreditation. "Professional staff" includes: principals and assistants, teachers, librarians, guidance counselors, and psychologists who are employed on a regular contract. Data in tables are presented by school district; substitutes and hourly employees are excluded. Tables 1 and 2 present the number and percent of staff by the highest type of degree held. Tables 3 and 4 present the number and percent of staff by the total years of teaching experience. Tables 5 and 6 present the number and percent of staff by the type of certification currently held. New hires include persons who transferred between local education agencies in Maryland. These transfers are excluded from the total new hire count for the state, but are included in the count of new hires for the local education agency. (ND)

ED 397 042 SP 036 767

Licensure Regulations for School Personnel.
PUB DATE- Jul 93
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Qualifications; *Alternative Teacher Certification; Elementary Secondary Education; Employment

ED 397 060 SP 036 856

Feiman-Nemser, Sharon
Teacher Mentoring: A Critical Review. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Teachers; *Educational Practices; Elementary Secondary Education; Inservice Teacher Education; *Mentors; *Policy Formation; *Preservice Teacher Education; Professional Development Schools; *Research Needs; Teacher Persistence
IDENTIFIERS- ERIC Digests; Preservice Teachers; Protege Mentor Relationship; *Reform Efforts

This digest examines the spread of mentoring in the United States, obstacles to realizing the potential of mentoring as a vehicle of reform, needed research, and selected issues of policy and practice. While the education community understands that mentors have a positive effect on teacher retention, the question of what mentors should do, what they actually do, and what novices learn as a result of mentoring remains open. For example, the culture of teaching encourages autonomy and noninterference; therefore, mentor teachers have little experience with the core activities of mentoring, such as observing and discussing teaching with colleagues. If novices are to learn the ways of thinking and acting associated with new kinds of teaching, they must be placed with mentors who are already reformers in their schools or classrooms and develop collaborative contexts. To inform mentoring policy and practice, comprehensive, empirical research is needed, including studies of mentoring and its effects on teaching and teacher retention, how mentors learn to work with novices in productive ways, what structures and resources facilitate that work, and how mentoring fits into broader frameworks of professional development and accountability. (Contains nine references.) (LL)

ED 397 061 TM 022 372

Bizot, Elizabeth B.; Goldman, Steven H.
The Practical Impact of IRT Models and Parameters When Converting a Test to Adaptive Format.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; *Estimation (Mathematics); High Schools; *High School Students; *Item Response Theory; Models; Selection; *Test Format; Vocabulary
IDENTIFIERS- Calibration; Data Conversion; *Three Parameter Model; Two Parameter Model

A study was conducted to evaluate the effects of choice of item response theory (IRT) model, parameter calibration group, starting ability estimate, and stopping criterion on the

Education; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; *Teacher Evaluation; *Test Construction; Test Use; Theory Practice Relationship
IDENTIFIERS- *Alternative Assessment

Few topics in education have generated as much interest as portfolios. To assist the many educators who are experimenting with this concept, the Test Center at Northwest Regional Educational Laboratory has prepared this annotated bibliography of articles on portfolios in educational assessment. The articles (more than 240) are listed in alphabetical order by primary author. An index helps users find relevant references, and a set of descriptors is used to help locate material. Each entry is classified according to article focus, purpose, subject area covered, grade level, type of portfolio, features of the assessment system, and professional uses. Documents in the bibliography may be obtained from the sources listed for each entry, although in Alaska, Idaho, Montana, Oregon, and Washington, documents can be borrowed from the Test Center. Articles cover both student and staff portfolios and provide articles on theory and actual practice. Examples are given for all grade levels and for many subject areas. (SLD)

ED 397 082 TM 025 082

Bobbett, Gordon C.; And Others
Texas' High School Report Cards on Schools: What Parents, Educators, or Policymakers Can Glean from Them.
PUB DATE- 8 Nov 95
NOTE- 69p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; College Entrance Examinations; Demography; Economically Disadvantaged; Educational Assessment; Educational Change; Evaluation Utilization; Faculty Mobility; *High Schools; Institutional Characteristics; *Outcomes of Education; *Predictor Variables; *Report Cards; *School Districts; State Programs; Statistical Analysis; Student Characteristics; Testing Programs
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

This paper extends a series of studies examining school district report cards, which began with investigations of Tennessee's report card data. Since 1988, the Texas State Board of Education has produced a report card on each school district to report district-level data. Texas district report card items were organized into student outcome indicators and demographic categories. The study used 10 of the 13 categories in the Texas Assessment of Academic Skills and the College Admissions Tests as the dependent variables representing student outcomes. Independent variables representing demographic items came from 73 items in 7 areas. How school district characteristics related to student outcomes, and their relative importance, and the categories that were strongly associated with student outcomes were studied, along with district accreditation status. Most categories on the Texas report card had little or no meaningful relationship to student outcomes. However, of the three with the most positive relationship, two, attendance and teacher turnover, can be addressed in school improvement efforts, although percentage of economically disadvantaged students, the third category, is not susceptible to school

1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *Cutting Scores; *Goodness of Fit; *Item Response Theory; *Matrices; *Sample Size; Simulation; Test Length
IDENTIFIERS- *Dimensionality (Tests); Law School Admission Test

The usefulness of a goodness-of-fit index proposed by R. P. McDonald (1989) was investigated with regard to assessing the dimensionality of item response matrices. The m subscript k index, which is based on an estimate of the noncentrality parameter of the noncentral chi-square distribution, possesses several advantages over traditional tests of hypotheses as well as other descriptive fit indices. This study considered the behavior of the index in simulated conditions across different test lengths, sample sizes, dimensional structures, and other factors. The appropriateness of the recommended model fit cutoff value (0.9) was also studied. Four hundred unidimensional data sets based on the Law School Admission Test were simulated for the study. Results suggest that the index cutoff value recommended by its developers as being indicative of model fit is too high for the data sets simulated. With respect to the simulated unidimensional data sets, results show that none of the manipulated factors had any practical effect on mean m subscript k index values, supporting claims that the index is sample-size and estimation independent. These findings may offer some guidelines to the practitioner interested in using the index to assess the dimensionality of an item response matrix. (Contains 1 figure, 8 tables, and 46 references.) (SLD)

ED 397 101 TM 025 223

Kane, Eileen
Seeing for Yourself: Research Handbook for Girls' Education in Africa. EDI Learning Resources Series.
PUB DATE- 95
NOTE- 329p.; Foreword by Vinod Thomas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Research; *Equal Education; Equal Opportunities (Jobs); *Females; Foreign Countries; *Policy Formation; Program Implementation; Qualitative Research; *Research Methodology; Research Utilization; Sample Size; Sampling; *Sex Differences; Surveys
IDENTIFIERS- *Africa

This handbook provides information to help the policymaker or educator understand the research process in order to study problems and opportunities associated with the education of girls in Africa. In Africa, girls account for only 57% of the school-age population. They are more likely to drop out of school and to score lower on the examinations that determine their enrollment at postprimary levels. Research into the education of girls has the potential to improve their opportunities, and to raise the educational level of society in African countries. The purpose of research is outlined, and steps in planning a research project are defined. The discussion of the planning phase includes a discussion of

ED 397 120 TM 025 257

Alspaugh, John W.
The Longitudinal Effects of Socioeconomic Status on Elementary School Achievement.
PUB DATE- Apr 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Behavior Patterns; Elementary Education; Elementary Schools; *Environmental Influences; Longitudinal Studies; *Mathematics Achievement; Minority Groups; *Reading Achievement; *Socioeconomic Status; Urban Schools

The differences between reading and mathematics achievement were studied for 10 high and 10 low socioeconomic status (SES) elementary schools in a midwest urban district. The schools representing the top and bottom quartiles from among 40 schools were classified as high or low SES schools by using a set of highly intercorrelated school level SES indicators. These indicators reflect the out-of-school environment and experiences of students that are outside of school control. The gap of almost one standard deviation in mean reading and mathematics achievement levels between these quartiles remained nearly constant as the students progressed from grade two through grade six, and the achievement gap was consistently a little larger for reading than for mathematics. Associated with the achievement gap was a student behavior gap reflected in attendance and suspension rates. The achievement and behavior gaps were highly correlated. Because of the interrelationships between the SES indicators and the percent of minority students the achievement and behavior gaps can not be attributed to the percent of minority students within the elementary schools. (Contains nine references.) (Author/SLD)

ED 397 121 TM 025 259

Hardwick, John Manley, Jr.
A Three Year Study of Motivation (MMI) and Learning Environments (ILEQ) as per TAAS Scores of High, Middle, and Low Performing Students.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; *Affective Behavior; Behavior Patterns; *Criterion Referenced Tests; Elementary Secondary Education; Grade 5; Grade 8; Grade 11; Longitudinal Studies; Low Achievement; Student Attitudes; *Student Motivation; *Test Results
IDENTIFIERS- Instructional Learning Environment Questionnaire; Multidimensional Motivation Instrument; Texas; *Texas Assessment of Academic Skills

Whether there were differences in motivational and learning environment perceptions of students selected based on their performance on the Texas Assessment of Academic Skills (TAAS) was studied over 3 years in a public school district in Texas. The degree to which affective elements of student behavior focus on the measurement of literacy in this survey, sources of the data, and item response theory scaling methods and item characteristic curves. The use of item mapping to anchor the prose literacy scale by locating specific tasks along it, using a response probability convention, and the literacy levels created for the survey in order to generalize beyond specific tasks to the more abstract abilities underlying the scales are also discussed. Other sections consider the relationship of the response probability convention to the cut points between the literacy levels and the variation in the proportions of the adult population reported to be in each prose literacy level as a function of the response probability convention. Results indicate that if the adult literacy program were to adopt the same response probability convention as that used in the National Assessment of Educational Progress, the proportion of the population in literacy Levels 1 and 2 would drop by 15% and the proportion in literacy Level 5 would increase by 9 percentage points. (Contains 8 figures and 10 tables.) (SLD)

ED 397 139 TM 025 325

Karsenti, Thierry P.; Thibert, Gilles
A Motivation Scale for Elementary-School Children: Refining the Extrinsic/Intrinsic Dichotomy.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; Foreign Countries; *Incentives; *Self Motivation; *Student Motivation; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- Quebec

A scale was developed to assess several types of motivation in elementary school children. In addition to the usually recognized internal and external motivation, a third type, termed "amotivation," has been postulated. Students are amotivated when they do not perceive a link between outcomes and their own actions. The preliminary version of the Elementary School Motivation Scale (ESMS) to measure these types of motivation was prepared after asking 561 students in 9 elementary schools in the Montreal area (Quebec, Canada) reasons why they did their homework and why they went to school. An initial 40-item version was completed by 478 students from the same area. Four teachers were asked to judge whether the scale would by suitable for elementary school students. Overall findings with the sample replicated results obtained with similar scales for high school and junior high school students. Some support was found for the reliability and validity of the ESMS. These preliminary results suggest that the scale should be a useful tool for motivation research at the elementary-school level. (Contains 3 tables and 12 references.) (SLD)

ED 397 140 UD 029 222

Meeting the Educational Needs of Homeless Children and Families. Access to Success.
PUB DATE- Jan 93
NOTE- 9p.

obstacles. (Contains 62 references.) (SLD)

ED 397 159 UD 031 035

Henderson, Nan; Milstein, Mike M.
Resiliency in Schools: Making It Happen for Students and Educators.
PUB DATE- 96
NOTE- 150p.; Foreword by Emmy E. Werner.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Competence; *Educational Environment; Elementary Secondary Education; *High Risk Students; Learning; Models; Staff Development; Stress Variables; *Student Characteristics; *Teacher Expectations of Students; Well Being
IDENTIFIERS- *Resilience (Personality); Student Empowerment

This book is about developing "resiliency," a new paradigm of student and staff development that offers schools a coherent, research-based framework for the achievement of success and lifelong learning for all. A six-step plan of action for resiliency building is introduced. The resiliency model offers hope based on scientific evidence that many, if not most, of those who experience trauma, stress, and risks in their lives can bounce back. Educators are challenged to focus more on strengths than on deficits and to concentrate on what is "right" about students. A wellness model is proposed that focuses on the emergence of competence, empowerment, and self-efficacy. Strategies educators can use to promote resiliency include three steps for mitigating risk (increase bonding, set clear and consistent boundaries, and teach life skills) and three steps for building resiliency (provide caring and support, set and communicate high expectations, and provide opportunities for meaningful participation). (Contains 18 figures, 1 table, 16 entries in an annotated bibliography, and 50 references.) (SLD)

ED 397 160 UD 031 036

Porter, Jeanne L.
Building Diverse Communities. Leadership Collaboration Series.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; Case Studies; Community Development; *Community Leaders; Community Programs; Cultural Awareness; *Cultural Maintenance; *Cultural Pluralism; Environment; Group Membership; *Gullah; *Leadership; Leadership Training; Minority Groups; Political Influences; Program Development
IDENTIFIERS- Georgia; *Sea Islands; South Carolina

The importance of dialogue in developing community leadership among diverse groups is described. In the context of South Carolina's Penn School for Preservation, ways communities can create diverse leadership cadres working toward common goals are explored. Common assumptions about the effectiveness of current leadership training methods are evaluated. The Penn Center was one of numerous schools founded by missionaries and concern for the relevance of mobility patterns in the changing societal systems in which stratification occurs. References follow each chapter. (Contains 39 tables and 22 figures.) (SLD)

ED 397 180 UD 031 058

Evans, Emrys, Ed.
Reading against Racism. English, Language, and Education Series.
PUB DATE- 92
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *British National Curriculum; Childrens Literature; *Cultural Awareness; Cultural Differences; Curriculum Development; Elementary Secondary Education; Foreign Countries; Language Usage; *Multicultural Education; *Racial Bias; Racial Discrimination; Reading Instruction; Reading Materials; Teaching Methods
IDENTIFIERS- South Africa; United Kingdom

The report of the Cox Working Group on the British national curriculum, "English for Ages 5 to 16," includes recommendations for including in the curriculum the study of literature in English from other cultures. The papers of this collection show some ways in which the recommendations of the Working Group may be put into practice and the ways in which reading and literature can be a basis for a more positive approach to antiracist education. Included in the collection are: (1) "Language against Racism in the UK: The Classroom as a Multilingual Publishing House (Lena Strang); (2) "Children's Books in a Multicultural World: A View from the USA" (Rudine Sims Bishop); (3) "Reading against Racism in South Africa" (Denise Newfield); (4) "Mirror and Springboard: An Australian Teacher Grows Up" (Jim Kable); (5) "'Journey to Jo'burg': Reading a Novel with Years 7 and 8" (Shahana Mirza); (6) "In at the Deep End: English and Bengali Verse" (Sibani Raychaudhuri); (7) "'Can You Fully Understand It?': Approaching Issues of Racism with White Students in the English Classroom" (Beverley Naidoo); (8) "The Use of Literature in the ESL Classroom" (Napheas Akhter); (9) "A Year 10 Story Writing Project" (Lena Strang); (10) "Widening the Field: New Literature for Older Students" (Emrys Evans); and (11) "Bringing the Writer in from the Cold" (Jim Kable). References follow each chapter, and a list of recommended authors and writings is attached. (SLD)

ED 397 181 UD 031 059

Darby, Michael R., Ed.
Reducing Poverty in America: Views and Approaches.
PUB DATE- 96
NOTE- 399p.; Papers from the Conference on Reducing Poverty in America (Los Angeles, CA, January 1993).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Change; Disadvantaged Youth; Economic Factors; Elementary Secondary Education; Job Training; *Low Income Groups; *Poverty; *Role of Education; *Social Class; *Urban Problems; *Welfare Services
IDENTIFIERS- Reform Efforts; *Underclass

It is a reality that many people are poor, and it is equally real that there is no firm basis to say how many millions of people

ED 397 201 UD 031 082

Winking, Deborah L.; Bond, Linda Ann
Transforming Teaching and Learning in Urban Schools through Alternative Assessment. Urban Monograph Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constructed Response; Educational Assessment; *Educational Change; Educational Practices; Elementary Secondary Education; Equal Education; Learning; *School Culture; *Standards; Student Motivation; Teaching Methods; Test Reliability; *Test Use; *Urban Schools
IDENTIFIERS- *Alternative Assessment; Reform Efforts; Student Empowerment; Teacher Empowerment

This paper looks at alternative assessment and explores its place in educational reform. It gives a snapshot of alternative assessment in practice, guidelines for establishing it as part of the urban school culture, and resources for additional information. Alternative assessments differ from traditional tests in that they require students to construct responses to open-ended problems that have more than one correct answer. Alternative assessments also make success explicit by using a set of standards as their measuring stick instead of using relative comparisons to other students. No form of assessment alone should drive educational reform, but alternative assessment can be an important part of reform agendas because it fits well with current paradigm shifts in education. There are many misunderstandings about alternative assessment, the most common being the assumption that it is subjective, but approaches have been developed to enhance the reliability of alternative assessments. In the urban context, alternative assessment can be especially valuable because it promotes equity, increases motivation, raises standards, empowers students and teachers, and focuses attention on teaching and learning. Five examples of the use of alternative assessment in urban public schools illustrate how useful it can be. (Contains 18 references.) (SLD)

ED 397 202 UD 031 083

Legters, Nettie; McDill, Edward L.
Rising to the Challenge: Emerging Strategies for Educating Youth at Risk. Urban Monograph Series.
PUB DATE- 95
NOTE- 28p.; Reprinted with permission from "Schools and Students at Risk: Context and Framework for Positive Change," published by the Teachers College Press, Columbia University, New York, NY.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Pluralism; *Disadvantaged Youth; Early Intervention; Educational Assessment; Educational Technology; Elementary Secondary Education; Equal Education; *High Risk Students; *Low Achievement; Low Income; Mentors; Minority Groups; *Multicultural Education; Track System (Education); *Urban Schools; Urban Youth
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

give such help. A majority of respondents said that they got together occasionally for professional purposes; most teachers reported they do not have access to professional publications. Findings suggested that some inservice training workshops were conducted just for formality's sake, and that teachers did not apply what they had learned. Results of the study indicated that teachers in Turkey are willing to share their expertise although systems are not organized and structured to make this happen. (Contains 20 references.) (ND)

ED 397 025 SP 036 741

Carrasquillo, Angela
Preparing All Classroom Teachers To Educate a Linguistically and Culturally Diverse School Population.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). Study printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Culture Fair Tests; Educational Change; Elementary Secondary Education; Enrollment Trends; Instructional Innovation; Language Minorities; Learning Processes; Literature Reviews; *Minority Group Children; *Minority Group Teachers; *Multicultural Education; Preservice Teacher Education; *School Demography; Teacher Education
IDENTIFIERS- *Diversity (Faculty); *Diversity (Student)

As the United States school population becomes more linguistically and culturally diverse, teachers are challenged to provide full access, equality of instruction, and appropriate learning environments to all students. It is estimated that more than 20 percent of the 45 million school-age children live in households in which languages other than English are spoken; 6 million are from Spanish speaking households. At the same time, only 12 percent of public school teachers and administrators are minorities and that number is expected to decrease; only 18 percent of elementary and 13 percent of secondary teachers have training to work with minority students with limited English proficiency. One key approach to improving the low achievement of linguistically and culturally diverse students is to emphasize training new teachers in strategies that focus on improving cognitive processes used in critical thinking, problem solving, and decision making. Also, teachers need to integrate students' language strengths in the teaching learning process, use standardized and authentic assessment information for better teaching and learning, and implement educational reforms in schools with low educational resources and many academically at-risk students. Knowledge of culturally diverse students will generate appropriate attitudes and school practices and instruction that addresses the culturally diverse students' developmental needs and learning styles. (Contains 26 references.) (ND)

ED 397 026 SP 036 742

Merrill, Douglas C.; And Others
Tutoring: Guided Learning by Doing. RAND Reprints.
PUB DATE- 95
NOTE- 63p.; Reprinted from "Cognition and Instruction" (v13 n3 1995).

Qualifications; *School Personnel; State Regulation; *State Standards; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- *Virginia

These regulations outline specific licensure requirements for individuals seeking additional endorsements (teaching areas or other school personnel positions), licensure outside of a state-approved program, or licensure through alternate routes. The regulations do not affect individuals completing a Virginia approved program for initial licensure; therefore, individuals enrolled in an approved teacher preparation program in Virginia must complete the requirements approved by the Board of Education and stipulated by the institution. The Virginia licensure regulations stipulate that individuals may become licensed in Virginia through a Virginia state-approved program; reciprocity with a state approved teacher training program in another state; or by recommendation of an individual's employing Virginia school division or nonpublic school. The eight sections of the document are as follows: (1) "Definitions"; (2) "Administering the Regulations"; (3) "Licensure"; (4) "Revocation, Cancellation, Suspension, Denial, and Reinstatement of Teaching Licenses"; (5) Advisory Board on Teacher Education and Licensure"; (6) "General and Professional Studies Requirements"; (7) "Teaching Endorsements" (requirements for endorsement in specific subject areas); and (8) "Support Personnel" (requirements for endorsement for division superintendent, instructional and supervisory personnel, reading specialist, school counselor, school principal, school psychologist, school social worker, visiting teacher, vocational evaluator, and vocational special needs). Excerpts from the Code of Virginia are appended. (ND)

ED 397 043 SP 036 770

LePage, Pamela
When Do Education Students Talk about Personal Experience? An Analysis of Classroom Discourse.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; College Students; Disadvantaged Youth; Graduate Students; Group Discussion; Higher Education; Interpersonal Communication; *Minority Groups; Preservice Teacher Education; *Self Disclosure (Individuals); Sex Differences; Social Behavior; Social Experience; *Student Experience
IDENTIFIERS- *Personal Experiences

The literature suggests that the U.S. system of higher education has developed and maintained conservative norms that govern behavior in the classroom and discourage open dialog by dictating what is and is not appropriate to discuss in academic settings. The question is raised of the appropriateness of these norms. Classroom dialog was analyzed to test the hypothesis that in a college course where students frequently discuss ways to improve education for disadvantaged and minority children, the number of times students discussed their personal experiences as teachers would be significantly higher than the number of times they discussed personal experiences as disadvantaged or minority students. Participants in the study were 41 education students of whom 86 percent were teachers, 69 percent claimed to have come from disadvantaged backgrounds, and 77 percent claimed to be minorities. Results supported the hypothesis; also the students seemed uncomfortable talking conversion of an 80-item vocabulary test to computer adaptive format. Three parameter calibration groups were tested: (1) a group of 1,000 high school seniors, (2) a group of 1,000 high school freshmen, and (3) 300 of this second group retested as seniors. Two methods for setting the initial ability estimate, a random-based estimate and an ability-based estimate, were explored using two-parameter-logistic, three-parameter logistic with "c" parameter fixed at 0.2 (2.5 parameter), and full three-parameter logistic models. Alternatives were tested against a database of 2,697 people (including the calibration group) who had taken the full 80-item test. Results indicate that adaptive testing scores are relatively robust to differences in IRT models and parameters. The full three-parameter model was the best theoretical match to the test and gave the best practical results, but the 2.5 parameter model results were not much different. Five tables present analysis results. (Contains 3 references.) (SLD)

ED 397 062 TM 023 832

Common Core of Data (CCD), (NCES CCD92 DISC), Includes data from 1987/88-1992/93. Installation Guide. CD-ROM.
PUB DATE- Feb 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- full 80-item test. Results ind
testing scores are relatively robust to difference
DESCRIPTORS- *Census Figures; Comparative Analysis; Databases; *Educational Finance; *Elementary Secondary Education; Longitudinal Studies; National Surveys; *Public Schools; *School Districts; School Statistics
IDENTIFIERS- *Common Core of Data Program; Data Files; National Center for Education Statistics

The Common Core of Data (CCD) is the primary database of the National Center for Education Statistics on elementary and secondary public education in the United States. CCD is a comprehensive, annual, national statistical database of all elementary and secondary schools and school districts, which contains data that are comparable across all states. The 50 states, the District of Columbia, and the outlying U.S. territories are included. This file contains 6 years of CCD data, from 1987-88 through 1992-93. There are approximately 500,000 school records, 100,000 agency records, and 330 state records. Agency level finance data have been merged with nonfiscal records. Data were provided by the Bureau of the Census. Type of survey: Census, Longitudinal Survey. Population: Schools (500,000), agencies (100,000). Frequency: Annual. Year of earliest data: 1987. Year of latest data: 1993. (SLD)

ED 397 063 TM 024 065

Survey of Recent College Graduates, 1991. CD ROM Public Release File. CD-ROM.
PUB DATE- Mar 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Frequency: Annual. Year of ear
DESCRIPTORS- *College Graduates; Data Analysis; Data Collection; Higher Education; National Surveys; Sampling; *Student Characteristics
IDENTIFIERS- *Recent College Graduates Study 1991 (NCES)

This CD-ROM disc contains data from the Survey of 1989-90 Recent College Graduates (RCG:91), a national survey conducted by the improvement efforts. The choice of statistical techniques used to examine complex relationships between student outcomes and related factors influenced the products of the examinations. In fact, the Texas report card, like those of some other states, does not include information on some of the most important factors influencing student performance. Eleven appendixes examine various statistical associations among dependent and independent variables. (Contains 10 tables, 30 appendix tables, 1 figure, and 18 references.) (SLD)

ED 397 083 TM 025 083

Bobbett, Gordon C.; And Others
Can Arkansas School Districts' Report Cards on Schools Be Used by Educators, Community Members, or Administrators To Make a Positive Impact on Student Outcome?
PUB DATE- 94
NOTE- 56p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Atlanta, GA, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Black Students; College Entrance Examinations; Criterion Referenced Tests; Demography; Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Utilization; Institutional Characteristics; Norm Referenced Tests; *Outcomes of Education; *Predictor Variables; *Report Cards; *School Districts; State Programs; Statistical Analysis; Student Characteristics; Testing Programs
IDENTIFIERS- ACT Assessment; *Arkansas; Stanford Achievement Tests

This paper presents the latest in a series of studies examining school district report cards for their usefulness planning and implementing school improvement. The 1992-93 Arkansas report cards were studied. These were similar to the report cards from Tennessee that were the subject of the initial study in that they used and reported a norm-referenced national test and a criterion-referenced state-designed achievement test. Demographic items were used as independent variables, while student outcome items were used as dependent variables. These six outcomes were connected with test results on the Stanford Achievement Tests, the American College Testing program test, and the Arkansas Minimum Performance Test. Findings demonstrated that basic statistical techniques can yield misleading ideas about relationships among school and community characteristics and student achievement. More sophisticated statistical treatments are needed to portray relationships more accurately. Different school and community characteristics had dramatically different effects on the six outcome indicators reported. Arkansas report cards needed more information in terms of outcome indicators and categories for weaker student performance. In Arkansas, it is apparent that the impact of black students on overall student outcome data needs more study and clarification. Nine appendixes present detailed tables of the statistical relationships among variables. (Contains 11 tables and 13 references.) (SLD)

ED 397 084 TM 025 084

Bobbett, Gordon C.; And Others
An Analysis of Nevada's Report Cards on High Schools.
PUB DATE- 8 Nov 95

sampling and sample size selection. Part III of this manual reviews the basic tools of the social science researcher. Literature reviews, techniques such as surveys and interviews, and qualitative research are described. A final section considers working with research findings and using the results. Appendixes present a sample research outline, an example data grid, and a list of some research instruments commonly used in the study of education of girls. Suggested readings are listed with each chapter. (Contains 36 figures, 50 tables, 33 illustrative boxes, and 104 references.) (SLD)

ED 397 102   TM 025 224

Smith, Catherine
What Have We Learned from Assessing Employability Skills Portfolios?
PUB DATE- 10 Apr 96
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Employment Potential; Grade 11; High Schools; *High School Students; *Job Skills; *Portfolio Assessment; Portfolios (Background Materials); Professional Development; School Culture; School Districts; *Scoring; Student Evaluation; Testing Programs; Test Results
IDENTIFIERS- Large Scale Assessment; *Michigan

Michigan school districts have been developing processes for supporting portfolios of student high school achievement since this was first mandated by law in 1991. The basic portfolio requirements have included transcripts, test scores, evidence of career planning, and anything the student added to show achievement. In the spring of 1995, Michigan collected 1,050 portfolios from eleventh graders in 42 schools as a 1% sample of the first student cohort expected to have and use portfolios. A report of findings, here summarized, was released in winter 1995. A portfolio scoring system had been developed in association with the Center for Research on Evaluation, Standards, and Student Testing at the University of California at Los Angeles. The value and difficulty of this Michigan model cannot yet be evaluated fully, but the portfolios that were submitted demonstrated that the school culture was not yet supporting the portfolios as anticipated. Professional development was needed to increase teacher understanding of the portfolio process and scoring. However, these first results showed the real feasibility of using hybrid review procedures and integrating the developed model. The answers to the skills demonstrated by Michigan students and whether the portfolio profiles can be considered true scores are not yet clear, but the potential for clarifying these issues is shown. (Contains three references.) (SLD)

ED 397 103   TM 025 225

Keith, Jo Ann; Wamboldt, Martina
Colorado Graduation Rates for Class of 1995. Annual Dropout Rates for Grades 7-12. Suspension and Expulsion Rates 1994-95.
PUB DATE- Mar 96
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.

varied according to their success on this state criterion-referenced tests was investigated with approximately 30 high scoring, 30 middle scoring, and 30 low scoring students in grades 5, 8, and 11. Students completed the Multidimensional Motivation Instrument (MMI) and the Instructional Learning Environment Questionnaire (ILEQ). Differences were found in perceptions of motivation across and within grade levels. Differences were also found in the variance of students' perceptions of motivation according to their performance on the TAAS. Results provided evidence that student motivation is a potential mediating factor for performance. The findings have practical implications that would encourage teachers to be more sensitive to the affective needs of students. The trend in this district for low-performing students to decline in all of the affective dimensions is a problem. (Contains 3 tables and 17 references.) (SLD)

ED 397 122 TM 025 260

Elmore, Patricia B.; Woehlke, Paula L.
Research Methods Employed in "American Educational Research Journal," "Educational Researcher," and "Review of Educational Research" from 1978 to 1995.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Bayesian Statistics; Content Analysis; Correlation; *Educational Research; Educational Researchers; Meta Analysis; Multivariate Analysis; Nonparametric Statistics; *Psychometrics; *Qualitative Research; Regression (Statistics); *Research Methodology; Research Reports; *Scholarly Journals; Simulation
IDENTIFIERS- *American Educational Research Association; American Educational Research Journal; *Descriptive Research; LISREL Computer Program; Review of Educational Research; T Test

A content analysis was conducted of three educational research journals published by the American Educational Research Association to review the quantitative and qualitative techniques used in educational research. All articles appearing in these three journals from 1988 through 1995 (total n=1,715) were considered. Research methods were identified and classified into the following categories: (1) descriptive; (2) bivariate correlations; (3) t-test; (4) nonparametric statistics; (5) meta-analysis; (6) analysis of variance (ANOVA) and analysis of covariance (ANCOVA); (7) psychometric theory; (8) multiple correlation and regression; (9) multivariate analysis; (10) factor and cluster analysis; (11) LISREL computer program analysis; (12) Bayesian statistics; (13) simulation; (14) modeling; (15) qualitative methods of several types; and (16) graphic methods. Results are consistent with those of other studies in that the most commonly used methods were ANOVA and ANCOVA, multiple regression, bivariate correlation, descriptive statistics, multivariate analysis, nonparametric statistics, and t-tests. The major difference in current methodology is the increase in the use of qualitative methods. (Contains 5 tables, 4 graphs, and 18 references.) (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Children; Disadvantaged Youth; Early Childhood Education; *Economically Disadvantaged; Educationally Disadvantaged; *Educational Needs; Educational Opportunities; Elementary Education; *Family Programs; *Homeless People; Housing Needs; *Parent Role; Poverty; Preschool Education; Urban Education
IDENTIFIERS- High Scope Demonstration Preschool Project; New York (New York); *Transitional Service Centers

The role and importance of education for homeless children and families particularly in New York City at the Homes for the Homeless organization are considered. The educational needs and role of parents are also explored. Education is a key component in the struggle against poverty, and parents need to embrace education both to move toward greater economic security and to be able to foster their children's education. Education initiatives at Homes for the Homeless which use a family-based approach to education, are described. The programs include early childhood education in the "Jump-Start" Program, which uses a variation of the High/Scope curriculum (an educational method developed at the University of Michigan and known for its effective application with at-risk and disadvantaged children). Children in this program have shown rapid developmental, social, and emotional growth. The "Learning Fast-Track" developed for school-aged children is based on an educational model developed by Henry Levin at Stanford University. Program participants show significantly improved attendance and academic gains. The following steps toward improving the educational opportunities of homeless families are highlighted: (1) expand the availability of educational programs; (2) establish accelerated afterschool learning programs; (3) develop Healthy Living Centers; and (4) establish Learning Centers for adults. Contains 10 references. (JB)

ED 397 141 UD 029 847

Backler, Alan, Ed.; Eakin, Sybil, Ed.
Every Child Can Succeed: Readings for School Improvement.
PUB DATE- 93
NOTE- 426p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Educational Change; *Educational Improvement; Elementary Secondary Education; Instructional Leadership; Limited English Speaking; *Minority Groups; Parent Participation; Poverty; School Effectiveness; *School Restructuring; Staff Development; Teacher Expectations of Students; *Teaching Methods; *Urban Schools; Videotape Recordings
IDENTIFIERS- Effective Schools Movement; *Every Child Can Succeed Program; Monitoring; Reform Efforts; School Culture

This collection of articles on school reform and restructuring is intended to supplement the video series "Every Child Can Succeed," a set of videos presented on public television that includes a demonstration component, a successful-schools component, and an essential-elements component. The 50 articles of the collection describe schools across North America where teachers and administrators have found ways to make sure that every child can learn and achieve in spite of minority status, teachers from the north in the Sea Islands off South Carolina and Georgia. The Penn Center, on St. Helena in the Sea Islands, traditionally provided support services for the island's Gullah culture for personal and economic issues in addition to literacy education. In 1993 the Center faced a new challenge in sustaining collaboration among environmentalists, cultural preservationists, and local residents by initiating a community-wide leadership process. The Penn School for Preservation, established as a response to community concerns, fostered leadership development for citizen political involvement. A case study of the Center's implementation and work illustrates the potential of leadership development programs for community involvement. (Contains seven references.) (SLD)

ED 397 161 UD 031 038

Rivera-Batiz, Francisco L., Ed.
Reinventing Urban Education. Multiculturalism and the Social Context of Schooling.
PUB DATE- 94
NOTE- 328p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; *Cultural Awareness; Curriculum Development; *Educational Change; Educational Environment; Elementary Secondary Education; Higher Education; Minority Groups; *Multicultural Education; Professional Development; School Choice; *School Restructuring; Social Environment; Urban Education; *Urban Schools

The papers in this collection describe how education is being reinvented in urban school systems in the United States. Selections discuss the urban landscape, the social context of schooling, and the theory and practice of multiculturalism. Papers include: (1) "Introduction: Reinventing Urban Education" (Francisco L. Rivera-Batiz); (2) "The Multicultural Population of New York City: A Socioeconomic Profile of the Mosaic" (Francisco L. Rivera-Batiz); (3) "Strategic Environmental Factors Constraining Fiscal Resources in Urban Schools: The Case of New York City" (Craig E. Richards, Donna Merritt, and Tian Ming Sheu); (4) "Social Capital, Community Collaboration, and the Restructuring of Schools" (Calvin Stone and Gary Wehlage); (5) "The Community-Based Organization in an Urban Education Setting: Implications for Urban Policy Development" (Bruce Anthony Jones); (6) "School Choice: A Critical Review of the Literature" (Cecilia A. Conrad and Janet Alperstein); (7) "Addressing the Continuities and Discontinuities between Family and School for Ethnic Minority Children" (Sharon Nelson-Le Gall); (8) "New Curriculum Developments: An Investigative Survey of New York City's Community School Districts' Response to the Chancellor's Plan for Multicultural Education" (Pamela M. Crowley and Maria L. Garcia); (9) "Towards a Consciously Multicultural Mathematics Curriculum" (Walter G. Secada); (10) "Spanish as a Second School Language: Adding Language to the Discourse of Multicultural Education" (Josue M. Gonzalez); (11) "Professional Development for an Education That Is Multicultural: The Cross-Cultural Interdisciplinary Cooperative Learning (CICL) Model" (Marietta Saravia-Shore); and (12) "African American and Hispanic Women in Higher Education: Myths and Reality" (Dawn R. Person). References follow each chapter. (Contains 1 figure and 42 tables.) (SLD)

ED 397 162 UD 031 039

really are poor. However much poverty there may be, Americans want to reduce it. In this collection of 18 essays, some leading scholars of poverty consider what can be done to reduce poverty. Part 1 explores poverty and the underclass, introducing the fundamental issues of whether it is necessary to reduce poverty defined as low income, or reduce welfare dependency, or whether the real problem is to save children otherwise destined to become part of a self-reproducing underclass. Part 2 then describes three broadly different visions of how to approach these goals through welfare reform, behavior change, or reform of urban society. Parts 3, 4, 5, and 6 examine in depth four areas of focus in antipoverty efforts: (1) education; (2) community empowerment; (3) job training; and (4) social interventions. Part 7 relates the state of knowledge reflected in these essays to the broader issues of Part 2. References follow most chapters. (Contains 13 tables and 57 figures.) (SLD)

ED 397 182 UD 031 060

Acosta, Annie; Hamel, Vicki
Hispanic/Latino Natural Support Systems. CSAP Implementation Guide.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Programs; *Community Resources; Cultural Relevance; Grants; *Hispanic Americans; *Prevention; Program Development; Program Implementation; *Social Support Groups; *Substance Abuse
IDENTIFIERS- *Latinos

This guide is intended to share knowledge about the Hispanic/Latino community with Center for Substance Abuse Prevention (CSAP) grant recipients and to help them develop effective prevention services responsive to the communities they serve. The guide: (1) highlights specific characteristics of the Hispanic and Latino communities that affect prevention strategies; (2) defines natural support systems and describes how their integration with conventional prevention practice can improve the prevention program; and (3) helps grantees identify, assess, and access natural resources in the communities. Because of distinct cultural values and orientations, the Hispanic/Latino community benefits most from culturally sensitive prevention programs that incorporate both formal and informal sources of support. An inclusive and integrated approach capitalizes on the strengths of the community it serves. The most effective alcohol, tobacco, and other drug use prevention programs must be planned, organized, and implemented in full partnership with the community. A bibliography of 14 publications and a list of 11 organizational resources are included, along with a list of 28 CSAP grant recipients by state. (Contains three exhibits, two sample maps, and five references.) (SLD)

ED 397 183 UD 031 061

Smrekar, Claire
The Impact of School Choice and Community: In the Interest of Families and Schools. SUNY Series, Youth Social Services,

This monograph explores strategies and programs that use both traditional and emerging resources for educating at-risk students. In general, schools have responded to student diversity with various systems of sorting and selecting students into more homogeneous learning groups. Ability grouping and tracking exemplify this approach. Retention, or holding students back, and tracking have been typical responses to the challenge of educating low-achieving students. Special education and Chapter 1 pull-out programs have also been used to address student diversity. Current and emerging strategies begin with changes to the Chapter 1 program that allow more flexibility in the use of its federal funds. Early intervention programs and multicultural education are contemporary approaches that are finding favor. Changes in curriculum and instruction are proving beneficial for disadvantaged students, as are approaches such as providing mentors, role models, peer support, tutoring, and access to educational technology. Changes in assessment are aimed at student motivation, and a number of organizational strategies are being used to improve educational equality. Parent, community, and school partnerships provide hope for continued improvement in educating at-risk students. (Contains 70 references.) (SLD)

ED 397 203 UD 031 084

Martin, H. J.; Atwater, Mary M.
The Stages of Ethnicity of Preservice Teachers and Inservice Personnel Involved in Multicultural Education Experiences.
PUB DATE- Aug 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biculturalism; Classification; *Cultural Awareness; Elementary Secondary Education; *Ethnicity; Higher Education; *Intercultural Communication; Likert Scales; *Multicultural Education; Pretests Posttests; Professional Development; Teacher Attitudes; Teacher Education; *Teachers; Teacher Student Relationship; Workshops
IDENTIFIERS- *Preservice Teachers

J. A. Banks (1981) developed a typology of ethnic identification that assumes that teachers can be described according to their openness to diversity from a multicultural perspective. This study investigates whether different treatments in preservice education courses and an inservice workshop would have an effect on the ethnic identification of teachers according to the Banks typology. The Teacher Student Instrument (TSI), a Likert scale based on the typology, was used as pretest and posttest with 14 preservice teachers in Group 1, 14 similar students in Group 2, and 65 participants in a summer workshop for teachers in Group 3. The research design for Group 1 and Group 3 was a posttest experimental group only design. Group 2 and Group 3 students were introduced to various definitions of multicultural education and were given instruction designed to increase their awareness of their own ethnic identification and other ethnicities. Levels of ethnic identification levels were similar for all groups at the end of the study. The mean score for each group was just below 4.0, indicating that these teachers and students were almost bicultural. However, 70% of the summer program teachers scored above 4.0, suggesting that they could function effectively in two cultures. In fact, they appeared to be doing so in the schools in which they taught. Further study is needed to establish the relationship between ethnic identification levels and interactions with students.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Critical Thinking; Discourse Analysis; *Feedback; Higher Education; *Individual Instruction; Learning Activities; *Learning Processes; *Problem Solving; Programming Languages; Teaching Methods; *Tutoring; Tutors
IDENTIFIERS- LISP Programing Language

Individualized instruction significantly improves students' pedagogical and motivational outcomes. The study described here sought to characterize tutorial behaviors that could lead to these benefits and to consider why these behaviors should be pedagogically useful. The experiment studied 16 undergraduate and graduate university students learning LISP programming with the assistance of a tutor. Tutoring sessions were audiotaped, allowing analysis of every verbal utterance during the sessions and identification of the conversational events that led to pedagogical success. This discourse analysis suggested that tutors were successful because they took a very active role in leading the problem solving by offering confirmatory feedback and additional guidance while students were on profitable paths and error feedback after mistakes. However, tutors carefully structured their feedback to allow students to perform as much of the work as possible while ensuring that problem solving stayed on track. These results suggested the types of strategies tutors employ to facilitate guided learning by doing. Instructions for coders and reliability coders and a table showing transitions between events are appended. (Contains 72 references.) (Author/ND)

ED 397 027 SP 036 743

Barreto, Ramona Maile
Diverse Teacher Candidates' Critiques of Multicultural/Bilingual Teacher Preparation: Insights and Implications.
PUB DATE- Apr 96
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Case Studies; College Students; *Constructivism (Learning); Cultural Differences; Educational Change; Education Majors; Elementary Secondary Education; Higher Education; *Multicultural Education; Politics of Education; *Preservice Teacher Education; Teacher Certification; Teacher Education Programs; Teacher Educators; Teaching Models; *Theory Practice Relationship
IDENTIFIERS- California; *Diversity (Student); *Social Constructivism

This study examined California's new system of bilingual and cross cultural teacher preparation, its implementation, and teacher candidates' reception of it. The new system, referred to as (B)CLAD, consists of two credentials for preservice teachers and two certificates for inservice teachers: the Cross Cultural Language and Academic Development, and the Bilingual Crosscultural Language and Academic Development. The study focused on the introduction of these new standards for teachers of diverse students at a large research university in Southern California; the implementation process; and teacher candidates' and teacher educators' narrative practices, perceptions, and interpretations, using ethnographic case study methods. In-about their experiences as disadvantaged or minority students. Additional analyses indicated that men and women made about the same number of comments in class. Although this finding suggests a more equal representation of women's voices than has been reported in the past, other factors were noted. For example, some women were excluded from the study because they never talked in class, and a higher percentage of men in the class were seeking advanced degrees. (Contains 2 tables and 26 references.) (ND)

ED 397 044 SP 036 783

Miller, Kenneth W.
Beyond Conventional Teacher Inservice: Establishing the Medium for School Change.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; *Educational Change; Elementary Education; Elementary School Teachers; *Faculty Development; *Inservice Teacher Education; Models; *Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- *Peer Coaching; *Teacher Researchers

In spite of decades of research and staff development attempts, few efforts at reforming education in our schools have been successful. This paper discusses the structure of the Triad Inservice Model, a partnership specifically designed to enable teachers to control the curriculum and their own instructional techniques, and to facilitate the process of school change. Qualitative data were collected using the model, and recommendations were noted from specific field testing with two groups of elementary school teachers. These teachers met throughout the school year for six sessions, with each session lasting 2 or 3 days. The strengths of the various components of the model (i.e., modeling, teacher research, conceptual change, peer coaching, interviewing techniques, and collegial sharing) are discussed in relation to the teachers' 2-year understanding and use. The Triad Model appeared successful in terms of enhancing teacher attitudes, feelings of confidence, and empowerment relationships. (Contains 33 references.) (ND)

ED 397 045 SP 036 784

Houser, Neil O.; Chevalier, Marsha
Multicultural Self-Development in the Preservice Classroom: Equity Education for the Dominant Culture.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Consciousness Raising; *Cultural Awareness; Elementary Education; Higher Education; Methods Courses; *Multicultural Education; Perspective Taking; Preservice Teacher Education; *Self Actualization; Social Environment; *Student Development; *Teaching Methods
IDENTIFIERS- *Multicultural Materials

European American educators can no longer ignore or presume to "serve" other sociocultural groups simply by changing those groups. Within a democratic and pluralistic society, individuals must be equally willing to modify their own beliefs and actions in light of the experiences and concerns of others.

National Center for Education Statistics (NCES). The data available are the public release files in contrast to the restricted use files which are available only under license from NCES. In addition to survey data collection, the RCG:91 study involved a collection of transcripts from sampled bachelor degree recipients. Some of the variables were modified for the public use file: (1) Race/ethnicity (recoded as non-Hispanic Whites and others); (2) Age (24 years and younger or 25 years and older); (3) Grade point average (3 categories); (4) Year subjects started work on their bachelor degree (before 1983 or after 1984); and (5) Major field of study (11 categories). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: College Graduates. YEAR OF LATEST DATA: 1991. (SLD)

ED 397 064 TM 024 066

Student Data Handbook, 1994: Elementary/Secondary and Early Childhood Education. On Disk. CD ROM.
PUB DATE- 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Data Analysis; Data Collection; *Definitions; *Early Childhood Education; Electronic Mail; *Elementary Secondary Education; *Information Dissemination; Standards; Surveys

This handbook is a major effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. The selection of terms represents the best combined judgment of many individuals as to what data might be most useful for decision making about instruction and support services for students. The primary section of this handbook is the listing of terms and definitions. In addition, there are applications of the handbook including development of surveys and design of automated record systems. The handbook is not a data collection instrument, and does not reflect any type of federal data maintenance requirements. This "infobase" version of the handbook allows users to browse, search, annotate, print, and export information electronically. Installation instructions and a quick-look reference system for handbook use are included. (SLD)

ED 397 065 TM 024 067

Beginning Postsecondary Students Longitudinal Study First Followup. BPS:90/92 DAS--Public Use Data Analysis System (DAS). CD-ROM.
PUB DATE- Nov 94
NOTE- For related reports, see ED 378 236, ED 373 118, ED 351 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- mation electronically. Installa
quick-look reference system for handbook use are included.
DESCRIPTORS- *Cohort Analysis; *College Students; *Data Analysis; Followup Studies; Higher Education; Longitudinal Studies; National Surveys; *Nontraditional Education; *Student Characteristics

NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Demography; Educational Assessment; Educational Change; Evaluation Utilization; Grade 9; Grade 12; *High Schools; Institutional Characteristics; *Outcomes of Education; *Predictor Variables; *Report Cards; *School Districts; State Programs; Statistical Analysis; Student Characteristics; Teaching Experience
IDENTIFIERS- *Nevada

This paper presents the latest in a series of studies examining school district report cards. The purpose was to study the relationships among factors reported on school district report cards from Nevada high schools. The 44 categories reported on Nevada's 1993-94 report card represent the study's independent variables, grouped into the areas of demographics, teachers, students, and expenditures. The 23 high school outcome variables for ninth and twelfth grades represent the study's dependent variables. Analyses indicated that most of the state's report card categories have no relationship to student outcomes. Report cards and the reported analyses of entries should be simple, straight-forward, and easy to understand. The portrait of the impact of the educational process on graduating seniors in Nevada is incomplete, and missing or redundant data can produce misleading findings. The study suggests that the value of advanced degrees and teacher licenses may be less than it has been purported to be and that teacher experience is misunderstood and overrated. Parental involvement at the high school level, as reported in Nevada, is minimally linked to academic achievement. It is possible to glean important information from school district report cards, but the current cards probably report too much data to be meaningful. Eleven appendixes present statistical associations among variables. (Contains 2 figures, 6 tables, and 15 references.) (SLD)

ED 397 085 TM 025 085

1995 Report Card: The State of School Systems in North Carolina.
PUB DATE- Dec 95
NOTE- 499p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attendance; *Elementary Secondary Education; *Outcomes of Education; Performance Factors; *Report Cards; *School Districts; State Programs; Testing Programs; *Test Results
IDENTIFIERS- *North Carolina

This publication is the sixth issue of a report required by state legislation to examine how well North Carolina schools are serving the children and youth of the state. It presents information that is related primarily to the outcomes of education based on student achievement. Statewide performance results and individual reports for the 119 local school systems (100 counties and 19 city school districts) are included. The first section, "1995 Student Performance Summary," presents information about elementary, middle, and high school performance on state tests, along with the school system's

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Rate; Dropout Research; Dropouts; Elementary School Students; Elementary Secondary Education; Ethnic Groups; *Expulsion; Graduation; *High School Graduates; *Minority Groups; Nontraditional Education; *Sex Differences; *Suspension
IDENTIFIERS- *Colorado

This report provides state summary tables and district reports of graduation rates, dropout rates, and suspension and expulsion rates. The Colorado graduation rate for the class of 1995 was 77.4%, a decrease of 1.4 percentage points from the rate reported for the class of 1994. Computation of this rate included the 53 alternative and second-chance schools in the state. In 66 districts, the graduation rate was at or above 90%. Female students continued to exhibit a higher graduation rate than male students. The modest increases that were reflected in the graduation rates for minority students from 1991 to 1993 were lower in 1995 than the rates reported in 1991, with the greatest decline (5.7%) among Hispanic Americans. The dropout rate for the 1994-95 school year was 4.4%, an increase of 0.1% from 1993-94. Figures from 1993-94 indicated that about one-third of dropouts returned to school the following year. The total number of students expelled from Colorado schools in 1994-95 was 1,661, with 40% of the expulsions due to detrimental behavior. The state's public schools reported 68,135 total suspensions, involving 47,072 elementary and secondary school students. White males were the students most commonly expelled. A question-and-answer section summarizes information about graduates, dropouts, and students suspended or expelled. (Contains 14 tables.) (SLD)

ED 397 104 TM 025 230

Federal Forecasters Directory, 1995.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Employees; *Federal Government; Long Range Planning; *Policy Formation; *Prediction; Scholarly Journals; Social Indicators; Sociocultural Patterns; *Strategic Planning; *Trend Analysis

This directory lists employees of the federal government who are involved in forecasting for policy formation and trend prediction purposes. Job title, agency, business address, phone or e-mail number, and specialty areas are listed for each employee. Employees are listed for the following agencies: (1) Bureau of the Census; (2) Bureau of Economic Analysis; (3) Bureau of Health Professions; (4) Bureau of Labor Statistics; (5) Department of Veterans Affairs; (6) Economic Research Service; (7) Energy Information Administration; (8) Environmental Protection Agency; (9) National Center for Education Statistics; and (10) U.S. Geological Survey. Fifty-four selected publications in the area of forecasting are listed, and a form is included to register for inclusion in the next forecasters' directory. (SLD)

ED 397 105 TM 025 233

Samejima, Fumiko
Polychotomous Responses and the Test Score.
PUB DATE- Apr 96

ED 397 123 TM 025 264

Terwilliger, James S.
Semantics, Psychometrics, and Assessment Reform: A Close Look at "Authentic" Tests.
PUB DATE- 9 Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Educational Change; Outcomes of Education; *Performance Based Assessment; *Psychometrics; *Semantics; Standardized Tests; *Testing Problems; Test Use
IDENTIFIERS- *Authentic Assessment; Large Scale Assessment; Reform Efforts

Advocates for change in educational assessment recommend that assessments of achievement should be designed to reflect real-life performance more precisely than traditional standardized tests can. This paper raises questions about the claims that are frequently made by advocates of assessment reform. It is agreed that assessment practices are in need of reform, but there is a danger that useful and appropriate assessment methods will be discarded in a rush to adopt techniques of unknown psychometric and educational quality. Alternative assessment approaches should be adopted in conjunction with more traditional forms of assessment as evidence of their educational and psychometric value becomes available. Terms like "authentic" or "real-life" should be reserved for advertising copy and avoided in scholarly discussions of educational assessment. The concept of "authentic" assessment supported by G. Wiggins (1989, 1993) is well-intentioned, but flawed in its confusing terminology and its rejection of the role of knowledge in the assessment of educational outcomes. In addition, the assumption that complex performance-based assessments can be used successfully in large-scale assessments is questionable in light of previous efforts to employ such measures in employment testing. (Contains 12 references.) (SLD)

ED 397 124 TM 025 267

Availability of Student Data To Support National Goals Panel Accountability.
PUB DATE- 30 Nov 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Data Collection; *Educational Objectives; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Information Needs; *Information Systems; *Student Characteristics; *User Needs (Information)
IDENTIFIERS- *National Education Goals 1990; National Education Goals Panel

In March 1993, the National Goals Panel Technical Planning Subgroup on Core Data Elements was convened to focus on the issue of identifying information that could be obtained from local student data systems for use in monitoring local and state progress toward the National Education Goals. This panel's report identified recommended data elements, but did lack of English proficiency, family collapse, poverty, and other problems stemming from urban decay or rural isolation. Other articles discuss the following eight elements of effective schools that have been identified in research: (1) staff development, (2) instructional and school leadership, (3) high expectations, (4) parent involvement, (5) productive climate and culture, (6) monitoring, (7) learning essential skills, and (8) effective instructional strategies. A third group of articles records current thinking on school reform by such writers as James Comer, Asa Hilliard, Herbert J. Walberg, and Daniel U. Levine. (SLD)

ED 397 142 UD 030 565

Hechinger, Fred M.
Adolescent Health: A Generation at Risk.
PUB DATE- Jan 94
NOTE- 16p.; Report on a conference called "Crossroads: Critical Choices for the Development of Healthy Adolescents," (Washington, DC, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *At Risk Persons; Disadvantaged Youth; Elementary Secondary Education; *Health; Health Care Costs; Health Programs; *Prevention; Program Development; *Sex Education; Social Problems; Substance Abuse; Urban Problems; *Urban Youth; Violence

A 3-day conference brought together health and education experts to explore responses to adolescent health problems and to suggest ways to implement the recommendations put forward in "Fateful Choices: Healthy Youth for the 21st Century," by Fred M. Hechinger. Conference participants identified a number of adolescent health problems and the areas where solutions could be found. Effective teaching, especially when educators and health professionals cooperate, can give children and young adolescents the kind of information that helps them make sound judgments about leading healthy and productive lives. Information, knowledge, and the skill to make intelligent decisions are essential antidotes to foolish, misleading advice from uninformed peers or the lore of the street. Many existing barriers to health care can be addressed through accessible services targeting youth. A number of successful programs were highlighted, with the majority in urban areas. Alcohol, drugs, nicotine, and violence are other problems facing adolescents that can be addressed through education and programs targeting youth. Ensuring adolescent health will require the cooperation of the media and the concerted efforts of public and private sectors. Although this is expensive, the costs are insignificant when compared with the costs of neglect. (Contains 21 references.) (SLD)

ED 397 143 UD 030 914

Technical Careers: Changes in Levels of Knowledge.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 95
NOTE- 6p.; For other bulletins in this series, see UD 030 915-918.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

Johnson, Donald
Multiculturalism: In the Curriculum, in the Disciplines, and in Society.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Curriculum; Futures (of Society); *Intellectual Disciplines; Models; *Multicultural Education; *Public Policy; *Social Environment; Synthesis; Values
IDENTIFIERS- Eurocentrism; *Separatism

Despite the coverage of multiculturalism in the press and on television, the choices the public faces are not limited to cultural separatism on the one hand or a dogmatic and narrow view of Western civilization on the other. A middle path of synthesis is possible, particularly if three areas of the multicultural debate are carefully analyzed. These areas are: (1) studying about other cultures; (2) paradigms of analysis; and (3) fundamental values and the future of American culture. Studying about other cultures is the easy problem and becomes easier as textbooks broaden their approaches. Selecting a paradigm of analysis is a harder area to resolve, with the debate over Eurocentrism and the consideration of alternative paradigms something not easily resolved. The third area, that of fundamental values, public policy, and the future of American culture, is indeed problematic and deserving of attention. Building a true public culture of multiculturalism requires a moral base of fairness and the recognition of what is fair among all cultures. (Contains 38 references.) (SLD)

ED 397 163 UD 031 040

Harris, Dean A., Ed.
Multiculturalism from the Margins: Non-Dominant Voices on Difference and Diversity.
PUB DATE- 95
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Blacks; Cultural Differences; *Cultural Pluralism; Definitions; *Ethnic Groups; Hispanic Americans; *Minority Groups; *Multicultural Education; Political Influences; Racial Differences; Racial Discrimination; Social Change; *Social Problems; Whites
IDENTIFIERS- African Americans; *Marginality

Authors of color share their thoughts on diversity, difference, pluralism, privilege, and ethnicity in essays that are meant to speak to the attempt by white scholars to reserve to themselves the power to define these terms. Each writer represented in this collection is attempting to validate a marginalized perspective and its corollary arguments for what they are. The essays include: (1) "Social Movements and the Politics of Difference" (Cheryl Zarlenga Kerchis and Iris Marion Young); (2) "A Multicultural America: Living in a Sea of Diversity" (John A. Garcia); (3) "Racial and Ethnic Complexities in American Life: Implications for African Americans" (Lucius T. Outlaw); (4) "Whose Rights Shall We Promote?" (an interview with Robert Dawidoff); (5) "Five Faces of Oppression" (Iris

Schooling, and Public Policy.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Catholic Schools; *Community Characteristics; *Educational Practices; Elementary Education; *Magnet Schools; *Parent Participation; Parent School Relationship; *School Choice; School Organization; Teacher Attitudes
IDENTIFIERS- *Bourdieu (Pierre); *Cultural Capital

This study uses Pierre Bourdieu's concept of cultural capital to understand varying levels of parent participation in schooling. Bourdieu argues that schools draw unevenly on the social and cultural resources of members of the society by invoking particular linguistic styles, authority patterns, and types of curricula. The cultural properties acquired from home differentially affect students' adjustment to school, transforming cultural resources into what Bourdieu calls cultural capital. This study extends the organizational focus of community, school choice, and teacher practices and attitudes by refracting these images through the lenses of family background, defined as cultural capital. Case studies of a Catholic elementary school, a magnet elementary school, and a public neighborhood elementary school reflect the intersection of school organization and family capital and the character and content of family-school interactions. Appendix A discusses research methods for the studies, and Appendixes B through G present details about specific aspects of study methodology. (Contains 3 tables and 135 references.) (SLD)

ED 397 184 UD 031 062

Ragaza, Angelo
Lives of Notable Asian Americans: Business, Politics, Science. The Asian American Experience.
PUB DATE- 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Asian Americans; Biographies; Broadcast Journalism; *Business; Leadership; *Politics; Profiles; *Sciences

The lives of 12 Asian Americans prominent in business, politics, or science are profiled for young readers. Included are biographical sketches of: (1) Ellison Onizuka, astronaut; (2) Subrahmanyan Chandrasekhar, Nobel prize-winning astrophysicist; (3) Constance (Connie) Yu-Hwa Chung, television broadcaster; (4) Daniel Inouye, U.S. senator from Hawaii; (5) David Ho, medical researcher; (6) Josefina Cruz Natori, fashion designer and corporate executive; (7) Norman Mineta, congressman; (8) Loida Nicolas Lewis, lawyer and corporate executive; (9) Chang-Lin Tien, university administrator; (10) Robert Matsui and Doris Okada Matsui: he, a congressman, and she, a Clinton Administration Deputy Director of Public Liaison; and (13) Ieoh Ming Pei, renowned architect. (SLD)

ED 397 185 UD 031 063

Abalos, David T.
Strategies of Transformation toward a Multicultural Society: Fulfilling the Story of Democracy. Praeger Series in Transformational Politics and Political Science.

(Contains 10 figures and 11 references.) (SLD)

ED 397 204 UD 031 085

Bates, Percy; And Others
Working Together toward Equity for All Students.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Cooperation; *Cultural Awareness; Cultural Differences; Definitions; Educational Objectives; Elementary Secondary Education; *Equal Education; Ethnicity; *Multicultural Education; *Racial Discrimination; *Sex Discrimination; Technical Assistance
IDENTIFIERS- Project Head Start

This inaugural edition of "Equity Coalition" introduces a new publication from the Programs for Educational Opportunity at the University of Michigan, one of 10 regional centers funded by the Federal Government to provide technical assistance to school districts on issues concerning race, gender, and national origin equity. This issue explores the theme of "Working Together" to form an effective coalition of groups with interests in equal education. Perspectives of the various constituent groups are offered in: (1) "Working Together: A Race Equity Perspective" (Bob Croninger); (2) "Working Together: A Gender Equity Perspective" (Eleanor Linn); (3) "Working Together: A National Origin Perspective" (Norma Barquet); (4) "Working Together: What Shall We Call Each Other?" (Ted Wilson); (5) "The Checklist Does Your Organization's Atmosphere Foster Working Together?" (Tasha Lebow); (6) "Portrait of an Equity Advocate" (Tasha Lebow); (7) "Examples of Working Together: Minnesotans Aim for a Multicultural Gender-Fair Curriculum" (Bob Croninger); (8) "Examples of Working Together: Head Start's Multicultural Gender-Fair Program" (Judith L. Greenbaum); (9) "Examples of Working Together: Family Math as a Road to Collaboration" (Martha A. Adler). The final section, "Recommended Resources on Collaboration," contains an anotated list of 18 resources. References follow the articles. (SLD)

ED 397 205 UD 031 086

Bates, Percy; And Others
Developing an Equitable School Culture.
PUB DATE- 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Communication (Thought Transfer); Context Effect; *Cooperation; Cultural Awareness; *Educational Change; Elementary Secondary Education; *Equal Education; *Intergroup Relations; Organizational Development; *School Culture; Teaching Methods

Articles in this issue of "Equity Coalition" are intended to encourage all to broaden horizons and improve knowledge about the wide range of cultures that make up diverse school communities. The following are included: (1) "Building an Equitable School Culture" (Percy Bates); (2) "The Social Context of Schooling" (Bob Croninger); (3) "From 'A Dialogue depth interviews with eight preservice teachers in the program indicated that the teacher candidates demonstrated awareness of the program's main focus as articulated by the teacher educators and that potential tension existed between this focus and the opinions of some candidates. The candidates appeared to agree regarding the teacher educators' generally ineffective modeling of the principles and theories they taught in the program. While the faculty's social reconstructionist commitment is one of their greatest strengths, it is also a potential source of weakness as its strong focus on the principles being taught may not encourage self-reflection on pedagogical practices. Limited time was identified as the primary practical constraint to the program, as well as lack of communication among the program's teacher educators. The findings suggested that the program would be strengthened by including and encouraging self-reflection processes for both teacher educators and students. (Contains 53 references.) (ND)

ED 397 028 SP 036 746

Roberts, John; Woodhead, Keith
Education Managers in Transition: Evaluation of an Experiential Learning Course in Lithuania. Working Papers in Education.
SPONS. AGENCY- British Council, London (England).
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Educational Administration; *Educational Change; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Higher Education; *Inservice Teacher Education; Politics of Education; Program Evaluation; Teaching Methods
IDENTIFIERS- England; *Lithuania

This study discusses the approach adopted in an inservice course, Training the Trainers in Management Skills, tutored by staff from the University of Wolverhampton (England), which took place twice in Villnius (Lithuania) in 1992 and 1994. The participants were approximately 80 Lithuanian education managers (directors and deputy directors of schools and inspectors). The background to the course and salient features of Lithuanian society and education in transition are described, with a focus on those characteristics of the Soviet period that continue to influence the management and the nature of educational institutions, acknowledged as key institutions in the democratization of independent Lithuania. The course was based on assumptions that an experiential learning approach had the greatest potential to be effective; these assumptions and experiential learning principles are explored, and the appropriateness of the methodology to the Lithuanian situation is discussed. The course evaluation took place in four ways: (1) group questionnaires, (2) individual participant reports, (3) school visits, and (4) individual and small group feedback. Although participants had little prior knowledge of experiential learning, 61 percent felt confident enough to use experiential learning teaching methods in staff development and training sessions they would conduct. Conclusions are suggested about the inservice course, the effects on the participants, and the place of experiential learning methodology in inservice training in the former Soviet empire. (Contains 17 references.) (Author/ND)

ED 397 029 SP 036 747

In doing so, "mainstream Americans" can develop a broader, more empathetic and socially active sense of self. Such development is essential if the dominant culture is to do its part in promoting the greater good of society. Qualitative data are presented from literacy and social studies methods courses to discuss the professors' efforts to promote multicultural self-development among European American preservice teachers (N=57). In each course, experiences were provided representing different sociocultural perspecitives. Students were challenged to examine systematically their feelings and observations. Along with multicultural literature, practicum experiences in both courses were used as a basis for class discussion. Although multicultural self-development proved both difficult and time consuming, the conclusion is drawn that it is nonetheless possible. (Contains 52 references.) (ND)

ED 397 046 SP 036 785

Jin, LiJun
Recapturing the Essence of Teacher Education: Preservice Teachers Using Case Studies To Think Like a Teacher.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Elementary Education; Higher Education; Preservice Teacher Education; *Reflective Teaching; *Student Teachers; *Student Teaching; Teacher Education Programs; Teacher Student Relationship; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique)

Translating theory to practice is a major challenge for beginning teachers. An experiment was conducted to help preservice teachers meet this challenge by enhancing their capability to cope with the complexity of the classroom environment through the use of case method during their field experiences. Study participants were seven student teachers in elementary grades. After reading and analyzing several published case reports, the students were required to develop their own cases describing an incident they experienced, discussing the rationale behind their actions, and outlining issues still unresolved. The themes that emerged from the students' case reports reflected several common concerns of student teachers: (1) working with learning disabled students in the classroom; (2) disciplining students; (3) involving parents; (4) dealing with the cooperating teacher; (5) exploring effective teaching strategies; and (6) moral responsibility. While students were not always able to find answers to the problems they encountered, they did engage in productive reflective thinking. It is recommended that use of the case method should begin at the outset of the teacher education program to help students develop the ability to analyze and write their own cases. (Excerpts from several case reports are included.) (ND)

ED 397 047 SP 036 786

Stahler, Theresa M.
Early Field Experiences: A Model That Worked.
PUB DATE- Feb 96
NOTE- 10p.; Paper presented at the Annual Meeting of the

IDENTIFIERS- *Beginning Postsecondary Students Long Study

This CD-ROM disc contains data from the Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:90/92) in the form of a Data Analysis System (DAS) public release. This DAS release does not contain all of the variables collected as part of BPS:90/92, but it does contain most that are of interest to analysts for descriptive purposes, including all those used to generate the "Descriptive Summary of 1989-90 Beginning Postsecondary Students: Two Years Later Report" available from the Government Printing Office or ERIC or through the Internet. The most current DAS, as of September 1994, is also included. This study begins with a cohort as they begin postsecondary education regardless of when they completed high school. This means that information is available about nontraditional students. Installation information is included. TYPE OF SURVEY: National survey; Longitudinal Survey; Followup Survey. SAMPLE: Over 6,000 students. RESPONDENTS: College Students. FREQUENCY: Once. YEAR OF EARLIEST DATA: 1989. YEAR OF LATEST DATA: 1994. (SLD)

ED 397 066 TM 024 068

Staff Data Handbook, 1995: Elementary/Secondary and Early Childhood Education. On Disk. CD-ROM.
PUB DATE- Jun 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- allation information is include
National survey; Longitudinal Survey; Followup Survey. SAMPLE: Ove
DESCRIPTORS- Classification; Cost Effectiveness; Data Analysis; *Data Collection; Decision Making; *Definitions; Early Childhood Education; Electronic Mail; *Elementary Secondary Education; *Recordkeeping; *School Personnel

This handbook is an effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about staff. This effort was coordinated by the Council of Chief State School Officers under contract to the National Center for Education Statistics. It represents the best judgment of many individuals as to what data might be useful in making appropriate, cost-effective, and timely administrative, programmatic, and staffing decisions. Information is also included about designing record-keeping systems. The handbook is not a data collection system, and does not reflect any type of federal data maintenance requirements. This "infobase" version allows users to browse, search, annotate, print, and export the handbook electronically. Installation instructions are included. (SLD)

ED 397 067 TM 024 412

Jenkins, Jerry A.
Can Quality Program Evaluation Really Take Place in Schools?
PUB DATE- 15 Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Program

state accreditation status. The second part, "1995 Student Attendance Indicators," and the third part, "Student Outcome Indicators," provide information about a number of additional school system performance measures. In the 1995 Report Card, information is presented in terms of a set standard. This is designated as "grade level" for elementary and middle school test indicators and as "proficient level" for high school end-of-course test indicators. (Contains 2 summary pages for each of the 119 local school districts.) (SLD)

ED 397 086 TM 025 086

The 1994-95 North Carolina State Testing Results. Multiple-Choice End-of-Grade and End-of-Course Tests Including English II Essay.
PUB DATE- Dec 95
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Comparative Analysis; Course Selection (Students); Elementary Secondary Education; English; Mathematics; *Multiple Choice Tests; Reading; Scores; Social Studies; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- *North Carolina

This document provides information on average student performance at the state level on end-of-grade (grades 3 through 8 in reading and mathematics and grades 4 through 8 in social studies) multiple-choice tests and all end-of-course (high school courses) tests administered in 1994-95 as part of the North Carolina Testing Program. State-level summary statistics in this document may be used to make grade-to-grade and subject-to-subject comparisons across the years (indicating gain). Year-to-year comparisons of developmental scale scores of cohort groups can be used to measure growth as cohorts move through the grades. Information is also presented on student participation in rigorous selective high school courses and the range of scores used to determine a student's proficiency based on established standards. In addition to the summary statistics, this document contains grade and subject level achievement performance for end-of-grade tests and disaggregated information for end-of-course tests. This and associated information provide a comprehensive reference of overall and disaggregated state testing results for 1994-95. In that year, the end-of-grade tests were administered to over 519,000 students, and more than 550,000 end-of-course multiple-choice tests were administered for 10 high school courses. Student achievement in reading and mathematics continued to improve in grades 3 through 8. High school performance, judged by test scores in the seven areas for which comparisons can be made, improved in four, declined in one, and remained the same in two areas. (Contains 5 figures and 75 tables.) (SLD)

ED 397 087 TM 025 121

Mislevy, Robert J.; Gitomer, Drew H.
The Role of Probability-Based Inference in an Intelligent Tutoring System.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 95
NOTE- 51p.; Additional support from the Armstrong Laboratories of the United States Air Force and the National Center for

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Attitude Measures; Estimation (Mathematics); Models; *Responses; *Scores; Scoring; Test Interpretation; *Test Items
IDENTIFIERS- Graded Response Model; Number Right Scoring; *Polychotomous Scoring

Traditionally, the test score represented by the number of items answered correctly was taken as an indicator of the examinee's ability level. Researchers still tend to think that the number-correct score is a way of ordering individuals with respect to the latent trait. The objective of this study is to depict the benefits of using ability estimates obtained directly from individuals' response patterns instead of their test scores, especially when responses are graded polychotomously. The importance of substantive model validation is also discussed. Mathematical models are presented to show that the use of the test score instead of the response pattern itself in ability or attitude estimation will, in general, reduce the accuracy of estimation. The loss of accuracy can be especially important when items are scored polychotomously. It is suggested that ability or attitude estimation be made from the response pattern using basic functions developed by F. Samejima in conjunction with the graded response model. In doing so, substantive model validation is essential. (Contains 2 figures, 1 table, and 13 references.) (SLD)

ED 397 106 TM 025 236

Schmidt, Amy Elizabeth; And Others
Examining Consistency of Responses in Self-Reports Using Content Analysis.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). Additional support provided by the New York State Division of Criminal Justice Services and National Development and Research Institutes, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; *Content Analysis; *Females; *Homicide; Interviews; *Prediction; Prisoners; *Reliability; Research Methodology
IDENTIFIERS- *Inconsistency; New York (New York); *Self Report Measures

Content analysis was used to examine the consistency of responses in self-report data obtained by a semi-structured conversational interview. It was hypothesized that a majority of the seemingly inconsistent responses would prove to be consistent when seen from the respondents' points of view. The sample consisted of 215 female homicide offenders incarcerated in New York State correctional facilities or on active parole supervision in New York City. Results indicate that of the 24 respondents initially identified as having inconsistent responses, only one was regarded as inconsistent after the not investigate their availability or their local utility. In 1994-95, the Far West Laboratory collected 250,000 student records as part of a demonstration project for the California Student Information System. This Automated Information Retrieval System Demonstration Project (AIRS) explicitly addressed data processing and data quality issues to determine the degree to which local student information systems contain the information needed to support data aggregation and to identify weaknesses and ways to overcome them. AIRS findings indicate that the set of data elements recommended by the National Education Goals Panel is far outside the scope of existing information systems and would require massive data collection of little practical value for local educators. In addition, the prescription to keep a longitudinal, cumulative record to each student is incompatible with student information update procedures and the need for current information. Appendix A defines the recommended core data elements, and Appendix B displays AIRS functions and requirements and file layout. Appendix C contains data coding specifications. (Contains 11 figures.) (SLD)

ED 397 125 TM 025 268

Koelsch, Nanette; And Others
Guide To Developing Equitable Performance Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; *Culture Fair Tests; Educational Assessment; Educational Change; Equal Education; Language Proficiency; Minority Groups; *Performance Based Assessment; Staff Development; *Standards; Student Evaluation; Teacher Education; Test Bias; *Test Construction; Test Interpretation
IDENTIFIERS- Language Minorities; *Reform Efforts

This "Guide" is intended for staff developers and assessment planners already familiar with current educational assessment reform. Performance assessment means measuring the growth or achievement of one student's performance against an established set of standards for quality, the "performance standards." Students usually demonstrate their knowledge and understanding by completing a performance task. The focus of this guide is to ensure that the language and cultural demands of performance tasks are understood and considered during development, administration, and interpretation. Part 1 of the "Guide" provides background information related to the role of language and culture in performance assessment. Part 2 focuses more closely on adaptation or development of the performance tasks themselves and includes sample tasks. Part 3 suggests a workshop for staff developers to promote awareness of assessment principles and procedures. Eight transparencies are illustrated in the text, and the templates for these transparencies are presented in an appendix. (Contains 3 figures and 33 references.) (SLD)

ED 397 126 TM 025 269

DESCRIPTORS- *Adults; Displaced Homemakers; Equal Opportunities (Jobs); Federal Aid; Federal Legislation; Females; *Knowledge Level; Minority Groups; *Nontraditional Occupations; Sex Fairness; *Technical Occupations; *Vocational Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; Set Asides

Programs funded through the federal Carl D. Perkins Vocational and Applied Technology Education Act sex equity set aside are required to provide occupational education in high wage, high skill, and nontraditional careers. This bulletin, one of a series reporting on Perkins Act funding in New Jersey, reports on the effectiveness of displaced homemaker and sex equity programs with regard to the change in knowledge of participants concerning nontraditional careers. Nontraditional careers are defined as careers dominated by 75% or more of one gender. Data were collected from 179 participants in displaced homemaker and sex equity programs in New Jersey during program year 1995 using a Technical Careers Survey as pretest and posttest. The majority of the sample, 89.1% of participants, were females, with 41.1% identifying themselves as Caucasian. Responses showed significant increases between mean pre- and posttest scores, even though mean posttest scores reflected low levels of correct responses. The increase was significant for 6 of 10 age groups analyzed, but all groups did at least show increased knowledge. Increased knowledge is an important component of providing occupational opportunities for participants. It is recommended that women need continuing increases in knowledge of nontraditional careers. Programs operating with Perkins Act sex equity set aside funds have demonstrated the ability to increase knowledge of non-traditional careers. These programs should be continued and expanded so that more participants can benefit from them. (Contains 4 figures and 9 references.) (SLD)

ED 397 144 UD 030 915

Equity Standards: Changes in Knowledge.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.

PUB DATE- 95

NOTE- 6p.; For other bulletins in this series, see UD 030 914-918.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adults; Displaced Homemakers; *Equal Opportunities (Jobs); Ethnic Groups; Federal Aid; Federal Legislation; Females; *Knowledge Level; Minority Groups; Nontraditional Occupations; Sex Fairness; *Standards; *Technical Occupations; Vocational Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; Set Asides

Programs funded through the federal Carl D. Perkins Vocational and Applied Technology Education Act sex equity set aside are required to provide occupational education in high wage, high skill, and nontraditional careers. Equity standards in New Jersey have been developed by the Gender Equity Coordinator in conjunction with the three statewide Career Equity Assistance Centers. This bulletin, one of a series reporting on Perkins Act funding in New Jersey, reports on the change in knowledge concerning equity standards for participants in single parent/displaced homemaker and sex equity programs. Data were collected from 113 program participants in program year 1995 through a survey testing knowledge of equity standards. All groups showed an increase in scores between the pre- and

Marion Young); (6) "Contemporary Chicano Struggles" (Isidro Ortiz and Paula Timmerman); (7) "Dominant Culture: El Deseo por un Alma Pobre (The Desire for an Impoversihed Soul)" (Maria Lugones and Joshua Price); (8) "Korean American Dilemma: Violence, Vengeance, Vision" (Edward T. Chang and Angela E. Oh); (9) "White Privilege: The Rhetoric and the Facts" (Carolyn B. Murray and J. Owens Smith); and (10) "Dialogue and Diversity: Communication across Groups" (Mary Jane Collier). (Contains 120 references.) (SLD)

ED 397 164 UD 031 041

Larkin, Joseph M., Ed.; Sleeter, Christine E., Ed.
Developing Multicultural Teacher Education Curricula.
PUB DATE- 95
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Course Content; *Cultural Awareness; *Curriculum Development; Educational Change; Elementary Secondary Education; *Equal Education; *Instructional Design; *Multicultural Education; *Teacher Education; Whites
IDENTIFIERS- Reform Efforts

This book has been developed in response to the need for teacher education programs to reconsider how they prepare beginning teachers to contribute more affirmatively to the struggle for educational equity in the schools. It begins by discussing issues involved in preparing a predominantly white preservice teacher education population for multicultural teaching and the issues faculty need to consider when redesigning coursework. Remaining chapters examine how specific courses can be redesigned and provide examples. Many practical suggestions are offered. The proposed curriculum revisions are not intended to provide an alternative to fundamental program restructuring, but they are offered in the awareness that curriculum issues are part of a broader agenda that must be addressed by teacher education programs facing the challenges of cultural diversity and educational equity. There is no single approach to multicultural curricula, but this book provides departure points for teacher educators as they develop their own curricula. References follow each chapter. (Contains one figue and six tables.) (SLD)

ED 397 165 UD 031 043

Packer, Arnold H.; And Others
School-to-Work.
PUB DATE- 96
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Development; Counseling; Educational Change; *Education Work Relationship; Employment Opportunities; *Employment Potential; Job Skills; Part Time Employment; Program Descriptions; *Relevance (Education); School Business Relationship; Secondary Education; *Student Educational Objectives; *Vocational Education

PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; *Democracy; *Educational Practices; Elementary Secondary Education; Futures (of Society); Literature; *Multicultural Education; Sex Bias; *Social Change; Teaching Methods; United States History
IDENTIFIERS- Transformational Leadership; *Transformational Politics

Multicultural education helps fulfill the story of democracy by encouraging each person and each community to become present and heard in individual identity. Strategies of transformation are necessary to enable people from all backgrounds to ask questions about current society and to participate in the creation of the nation's history. There are four fundamentally different normative choices by which to participate in the task of building a new society: emanation, incoherence, deformation, and transformation. Only through transformation is it possible to bring about improvement in all aspects of life. Chapter 1 presents a theoretical context in which current U.S. society is examined and strategies of transformation can be proposed. Chapters 2 and 3 apply this theory to practice with examples from multicultural literature and history. Chapter 4 then traces the relationship between multicultural scholarship and the feminine as the principle of liberation and transformation. Chapter 5 articulates strategies for practicing and teaching multicultural and gender-fair education from the perspective of transformational politics. An appendix provides examples of course outlines and assignments to support this type of teaching. A reading list of 94 titles and a list of 16 recommended films are attached. (Contains 3 figures, 227 printed-material references, and 16 film references.) (SLD)

ED 397 186 UD 031 064

Shujaa, Mwalimu J., Ed.
Beyond Desegregation: The Politics of Quality in African American Schooling. New Frontiers in Urban Education Series.
PUB DATE- 96
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black History; *Black Students; Cultural Differences; *Desegregation Effects; Desegregation Litigation; Educational Change; *Educational Quality; Elementary Secondary Education; Higher Education; Political Influences; *Politics; Racial Discrimination; *Racial Integration; *School Desegregation
IDENTIFIERS- *African Americans

School desegregation strategies are examined in political contexts to focus on the politics of quality schooling for African Americans. Through this approach, racialized uses of power in white self-interest are shown to influence policy making and policy implementation related to education. Essays include: (1) "Reclaiming Historical Visions of Quality Schooling: The Legacy of Early 20th-Century Black Intellectuals" (William H. Watkins); (2) "The Brown Decision Revisited: Mathematizing a Social Problem" (William F. Tate, Gloria Ladson-Billings, and Carl A. Grant); (3) "Only One Oar in the Water: The Political Failure of School Desegregation in with Society' (Poem)" (Piri Thomas); (4) "Changing the Culture of American Schools: Creating a New Social Paradigm" (Norma Barquet); (5) "Cultural Communication Styles in School Settings" (Ted Wilson and Judith L. Greenbaum); (6) "As Our Youth Soar in the Spirit of Life (Poem)" (Stan Webster); (7) "Intergroup Relations and School Discipline" (Marta Larson); (8) "How Equitable Is Your School Culture? (checklist)" (Eleanor Linn); (9) "A Note on Equitable Crisis Intervention" (Judith L. Greenbaum); (10) "Matching Effective Instructional Techniques to Culturally Appropriate Teaching/Learning Styles" (Martha A. Adler); and (11) "Model Programs for Intergroup Communication" (Tasha Lebow). References follow the articles. (Contains one figure.) (SLD)

ED 397 206   UD 031 087

Bates, Percy; And Others
Poverty and Schools.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Black Students; Disadvantaged Youth; Economically Disadvantaged; *Educational Change; Elementary Secondary Education; *Equal Education; Ethnicity; Financial Support; *Low Income Groups; Minority Groups; *Poverty; Sex Fairness; *Urban Schools; Urban Youth

Equity does not require that everyone have the same amount of resources to satisfy basic needs, but it does require that each of us be able to live decently. The articles in this issue focus on poverty and its effects on children, particularly with respect to education and the ability to learn. The following articles are included: (1) "Poor Kids Can Still Learn" (Percy Bates); (2) "Effective Education for Low-Income Students: An African-American Perspective" (Elizabeth M. Mimms); (3) "Unheard Voices: A National Origin Perspective on the Politics of Poverty" (Norma Barquet); (4) "Equity and Poverty: A Gender Equity Perspective" (Eleanor Linn); (5) "Who Are the Poor Children?" (Judith L. Greenbaum); (6) "Resilient Children" (Bob Croninger); (7) "The Checklist: How Does Your School Respond to Poverty?" (Judith L. Greenbaum); (8) "'It Takes a Whole Village To Educate a Child' (An African Proverb)" (Salome Gebre-Egziabher); (9) "Pieces of the Puzzle: Programs from Which We Can Learn" (Tasha Lebow); (10) "Changing Demographics of the Poor in America" (Norma Barquet); and (11) "Equal and Adequate Funding for Urban Schools" (Ted Wilson); (12) "Recommended Resources on Poverty and Schools" (annotated list of 25 resources). References follow the articles. (SLD)

ED 397 207   UD 031 088

Bates, Percy; And Others
Beyond Tracking.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; *Access to Education; Cooperative Learning; Court Litigation; Educational Change; Elementary Secondary Education; *Equal Education; *Ethnicity; Minority

Berlin, Donna F.
Teacher Action Research: The Impact of Inquiry on Curriculum Improvement and Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; *Curriculum Development; Educational Change; Educational Innovation; Elementary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Longitudinal Studies; Partnerships in Education; Research and Development; Teacher Attitudes; *Teacher Collaboration; Teacher Improvement; Theory Practice Relationship
IDENTIFIERS- *Teacher Researchers

The Berlin-White Action Research Model (BWARM) described here was designed to prepare and support teachers in the development, implementation, and evaluation of innovation within their classroom. The year-long program consists of three interrelated phases over four academic quarters: (1) "Pedagogical Awareness," designed to provide knowledge and experiences to advance teacher learning and to serve as a springboard for the development of educational innovations; (2) "Research, Development, and Evaluation," which prepares teachers in the fundamentals of inquiry in education; and (3) "Classroom Applications," three quarter-long seminars focusing on development of curriculum innovation and data collection procedures, classroom implementation and data collection and analysis, interpretation, and report writing. A culminating 2-day conference brings together teachers and other professional educators to share the curriculum innovation and action research results. The findings of a 5-year longitudinal study involving 92 elementary teacher-researchers suggest that the BWARM program enhanced teacher attitudes toward educational innovations and educational research, facilitated the implementation of educational innovations and improved teaching and learning in individual classrooms, and changed the participating teachers' views of their classroom roles to include reflection and inquiry. A figure and eight tables are attached. (Contains 17 references.) (ND)

ED 397 030 SP 036 748

Sturtevant, Elizabeth G.
Influences on Beginning Teachers' Literacy-Related Instructional Beliefs: A Longitudinal Case-Study Comparison of Five Non-Traditional Math and Science Teachers.
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Career Change; Case Studies; Cooperating Teachers; Higher Education; Literacy; Longitudinal

Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Cooperating Teachers; Elementary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; Student Journals; *Student Teachers; Teacher Collaboration; Teacher Educators; *Teacher Student Relationship; *Teaching Models; *Theory Practice Relationship
IDENTIFIERS- Case Method (Teaching Technique); Reflective Practice; Teacher Researchers

This case study of a field and theory class examines a model designed to provide meaningful field experiences for preservice teachers while remaining consistent with the instructor's beliefs about the role of teacher education in preparing teachers for the classroom. As it turned out, the preservice teachers learned more about teaching and learning from their interactions with teachers and learners than from directions given in the college classroom. The field and theory class consisted of 34 freshmen. The class followed a new model for field experience, in which all 34 students were placed at the same school and worked in pairs with cooperating teachers. The model required a more active participation from the classroom teachers. The course included one day per week in the field, as well as college classroom instruction, and required students to keep a reflective journal. Partnerships developed between preservice teachers and with classroom teachers. As authentic questions arose in the field, efforts were made to link practice to research and to introduce the preservice teachers to the role of teacher as researcher. Results of the study suggested that field experience can reinforce rather than ignore or devalue theory, and that classroom teachers are willing and most capable of helping novice teachers develop their skills when they are included as partners in teacher education. (A substantial excerpt from one journal is included.) (ND)

ED 397 048 SP 036 788

Pauley, Joanne
Teaching in the 21st Century.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Elementary School Students; Elementary School Teachers; *Equal Education; Ethnic Stereotypes; *Parent Participation; Parent Teacher Cooperation; Racial Relations; Socioeconomic Influences; *Violence
IDENTIFIERS- *Diversity (Student); *Educational Issues

Among the issues facing teachers as the 21st century approaches are: the prevalence of violence, growing racial and socioeconomic divisions in society, and lack of parental involvement. Activities gathered from articles in educational journals are suggested to help children voice their experiences, thoughts, and concerns about violence. Some of these activities are: inviting a police representative to visit the classroom, having children become aware of violence on a favorite television program and then rewriting the show without

Evaluation; *Student Attitudes; Student Motivation; Teacher Education; Teacher Evaluation; Testing Problems; Test Interpretation; *Test Use
IDENTIFIERS- *High Stakes Tests; Testing Effects

High-stakes assessments are those in which the results of tests or other measures can lead to decisions that may affect school administrators, teachers, and students substantially. Whether high-stakes assessment results in misleading information due to extraneous factors associated with the conditions under which the assessment occurs is explored. Among the major problems associated with high-stakes assessment is the lack of adequate training for teachers and administrators with regard to measurement issues and testing. In addition, high-stakes tests can lead to student anxiety or poor student motivation. Some assessments may not be chosen carefully, and tests may be given at inappropriate times. Teachers and administrators may focus only on scores, rather than on learning. Some solutions for the adverse affects of high-stakes testing are: (1) better teacher education in measurement concerns; (2) a reduction of the link between student achievement measures and teacher evaluation; (3) new approaches to assessment; (4) the use of multiple measures of student achievement; and (5) the promotion of student attitudes that allow them to demonstrate their educational growth. (SLD)

ED 397 068   TM 024 438

Gonzalez, J. E.
Assessing the Impact of Educational Technology.
PUB DATE- Jan 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Data Collection; Educational Assessment; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Models; Program Evaluation; *Research Design; Research Reports
IDENTIFIERS- *Impact Evaluation

This paper focuses on the mechanics of assessing the impact of educational technology. The basics of program evaluation, research design, data collection and analysis, and report generation are covered to provide useful information to those responsible for program evaluation research and to decision makers, who are the usual recipients of evaluation reports. The proposed research models focus on the classroom as the location for data collection and analysis for both formative and summative evaluation. It is assumed that the educational technology is static to the classroom, while student movement across the campus is dynamic. Three exhibits contain templates that can be modified for use in research and evaluation studies. Exhibit 1 is the program evaluation template of suggested data elements for use in formative evaluation. Elements for data collection and analysis in summative evaluation make up Exhibit 2, and Exhibit 3 presents a list of suggested discussion items for producing a research/program evaluation report on educational technology. Contains 17 references on research methods, and 13 on statistical analysis. (SLD)

ED 397 069   TM 024 742

Rainey, Anthony
Effect of American College Testing (ACT) Coaching Courses on

Research on Evaluation, Standards, and Student Testing.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Clinical Diagnosis; *Educational Theories; Hydraulics; *Intelligent Tutoring Systems; Learning; Networks; *Probability; *Statistical Inference
IDENTIFIERS- *HYDRIVE

Probability-based inference in complex networks of interdependent variables is an active topic in statistical research, spurred by such diverse applications as forecasting, pedigree analysis, troubleshooting, and medical diagnosis. This paper concerns the role of Bayesian inference networks for updating student models in intelligent tutoring systems (ITSs). Basic concepts of the approach are briefly reviewed, but the emphasis is on the considerations that arise when one attempts to operationalize the abstract framework of probability-based reasoning in a practical ITS context. The discussion revolves around HYDRIVE, an ITS for learning to trouble-shoot an aircraft hydraulics system. HYDRIVE supports generalized claims about aspects of student proficiency through probability-based combination of rule-based evaluations of specific actions. The paper highlights the interplay among inferential issues, the psychology of learning in the domain, and the instructional approach upon which the ITS is based. (Contains 2 tables, 9 figures, and 37 references.) (Author)

ED 397 088 TM 025 122

Hester, Yvette
Understanding that ANOVA Effects Are Perfectly Uncorrelated.
PUB DATE- 25 Jan 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Computation; *Correlation; Heuristics; *Research Design
IDENTIFIERS- *Balanced Designs; *Sum of Squares

Analysis of variance (ANOVA) was invented in the 1920s to partition variance of a single dependent variable into uncorrelated parts. Having uncorrelated parts makes the computations involved in ANOVA incredibly easier. This was important before computers were invented, when calculations were all done by hand, and also were done repeatedly to check for calculation errors. This paper demonstrates that ANOVA effects in a balanced design are perfectly uncorrelated. A mathematical proof that the four sums-of-squares (SOS) partitions (two main effect, one two-way interaction, and error) for a factorial two-way design are all uncorrelated, i.e., sum exactly to the SOS of the dependent variable is presented, and a small heuristic data set is included in an appendix to illustrate the proof. (Contains 71 references.) (Author/SLD)

ED 397 089 TM 025 125

Becker, Henry Jay
Baseline Survey of Testbed-Participating Schools. National School Network Testbed--Phase 2. Wave One--Schools Included as of

content analysis was performed and a coding scheme was developed to examine the apparent inconsistency from the respondent's point of view. The coding scheme developed also predicted homicide-related variables more effectively than did the original coding scheme developed for this sample. Suggestions for improving the construction of interview questions are also presented. (Contains 3 tables and 22 references.) (Author)

ED 397 107 TM 025 237

Lyerla, Rob L.; Elmore, Patricia B.
Predicting Academic Success: An Application of Young's Universal Scale for Grades.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Black Students; College Entrance Examinations; *College Freshmen; Ethnicity; *Grade Point Average; Grades (Scholastic); Higher Education; Intellectual Disciplines; Item Response Theory; Liberal Arts; Natural Sciences; Physical Sciences; *Prediction; Regression (Statistics); Sex Differences; Social Sciences; Test Results; *Undergraduate Students; White Students
IDENTIFIERS- *Partial Credit Model; *Universal Scale for Grades

The prediction of academic success of undergraduate students using an item response theory partial credit model adjusted grade point average (IRTGPA) is presented and its results are compared to those from an unweighted grade point average (GPA). The sample included 2,444 freshmen admitted in the fall of 1987 to 681 courses at a large midwestern state university. For each student the individual courses, course grades, terms of enrollment, American college testing scores, ethnicity, and gender information were obtained. Analysis focused on three domains: social sciences, liberal arts, and natural and physical sciences. The calculation of an IRTGPA for freshmen and cumulative analyses enhanced the proportion of variance accounted for in the regression models for students in general, men and women as separate groups, and African American and White students as separate groups for the three academic domains. The differences found for students in general, men and women, and ethnic groups indicates that separation of courses into domain-specific groups and the calculation of an IRTGPA enhances prediction of academic success for underrepresented groups in particular. (Contains six tables and nine references.) (SLD)

ED 397 108 TM 025 239

Parr, Phyllis; And Others
Unspeeded Examinations: An Equitable and Practical Method of Assessment.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Disabilities; Educational

Flores, Kathryn Younger
Measuring Instructional Effectiveness: A Comparison of a Computer-Assisted Systematic Observation Instrument with Global Measures. Proceedings from Seminar on Teacher Development and Linguistic Diversity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Observation Techniques; College Faculty; Comparative Analysis; *Computer Assisted Testing; Computer Software; Evaluation Methods; *Evaluators; Higher Education; *Instructional Effectiveness; Measurement Techniques; Music; *Performance Based Assessment
IDENTIFIERS- *SCRIBE Computer Program; University of Texas Austin

This paper presents preliminary, but statistically significant, findings from a study that compares two methods of measuring instructional effectiveness: global evaluation by experts and systematic observation using the SCRIBE Ob.2 software developed at the University of Texas at Austin. Hierarchical instruction of a performance skill (instrumental music) was the topic of study. Eight evaluators, four from music education and four general education evaluators, ranked six videotaped rehearsal segments in order of effectiveness and provided brief comments regarding the criteria used to rank the segments. Independently the same excerpts were analyzed using the SCRIBE software. The SCRIBE observation instrument was used to record data, and the software allowed for configuration of subjects and behavior categories. Judges from within and outside the field of music education consistently identified exemplary and substandard teachers, but rankings of teachers of intermediate effectiveness were less reliable. The SCRIBE software was a useful and generally manageable means for gathering information on student-teacher interactions. It identified ways in which exemplary and less effective teachers differed to a statistically significant degree. This pilot study holds promise for improved evaluation approaches. (Contains 4 tables, 13 figures, and 23 references.) (SLD)

ED 397 127 TM 025 271

Woodruff, David J.
A Note on the Relationship between Covariance Matrices and Consistently Estimated Variance Components. ACT Research Report Series 95-2.
PUB DATE- Aug 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; *Estimation (Mathematics); *Matrices; *Test Items
IDENTIFIERS- Variance (Statistical)

The one observation per cell two-way items by examinees random effects analysis of variance (ANOVA) with all error components zero is considered. The estimated variance components are expressed as functions of the inter-item covariance matrix and the inter-examinee covariance matrix. These expressions show that under the random effects model if the inter-item and inter-examinee covariance matrices are unconstrained, then both the posttests, although that increase was not significant for all ethnic groups and ages. Posttest scores demonstrated that every group showed more knowledge concerning sex equity as a result of program participation. It is recommended that sex equity programs be continued and expanded so that more participants can benefit from them. Increased opportunities for participation in activities that increase knowledge of gender equity are essential. (Contains 3 figures and 8 refernces.) (SLD)

ED 397 145 UD 030 916

Self Esteem: Changes Due to Program Participation.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 95
NOTE- 6p.; For other bulletins in this series, see UD 030 914-918.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; *Attitude Change; Displaced Homemakers; *Equal Opportunities (Jobs); Ethnic Groups; Federal Aid; Federal Legislation; Females; Knowledge Level; Minority Groups; Nontraditional Occupations; *Self Esteem; Sex Fairness; Technical Occupations; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; Set Asides

Programs funded through the federal Carl D. Perkins Vocational and Applied Technology Education Act sex equity set aside are required to provide occupational education in high wage, high skill, and nontraditional careers. This bulletin, one of a series reporting on Perkins Act funding in New Jersey, reports on the effectiveness of displaced homemaker and sex equity programs funded by the Perkins Act with regard to changes in the self-esteem of participants. Data were collected from 56 participants using the Coopersmith Self Esteem Inventory as the measurement tool. The sample was primarily female (96.4%). Mean test scores were significantly higher on the posttest than on the pretest for all respondents from all programs combined and for females. Self-esteem scores increased on the posttest for every age group, but none of these increases were significant. The increases for Hispanics and Caucasians were significant, but increases for Blacks were not. Positive self esteem is critical in the empowerment process for successful job performance and motivation. Since projects operating with Perkins Act sex equity set aside funds have shown continued success in increasing self esteem, these projects should be continued and expanded. (Contains 1 table, 2 figures, and 14 references.) (S)D

ED 397 146 UD 030 917

Sex Role Stereotyping: Changes by Program Participants.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 95
NOTE- 6p.; For other bulletins in this series, see UD 030 914-918.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adults; *Attitude Change; Displaced Homemakers; *Equal Opportunities (Jobs); Ethnic Groups; Federal Aid;

Education for the future must prepare all students for paid work of all kinds, something that is especially important in view of the fact that only half the students who begin high school go on to postsecondary education and only half of these students actually receive 4-year degrees. This book presents options to help bring this about by changing schools, work situations and part-time work, and counseling. Connections between secondary and postsecondary education, between school and employment, and between teachers and worksite supervisors need to be improved, and community support must be mustered to promote preparation for jobs. Part 1 proposes changes in the educational system to prepare students better for a good job. Part 2 presents 23 promising practices where such changes have been made to all or part of a school system, and Part 3 describes 4 statewide plans and extracts lessons from these promising practices. A directory lists 35 resource organizations for further information. (Contains 35 figures). (SLD)

ED 397 166 UD 031 044

Besag, Valerie E.
Bullies and Victims in Schools. A Guide to Understanding and Management.
PUB DATE- 89
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; Child Abuse; *Conflict Resolution; *Educational Environment; Elementary Secondary Education; Foreign Countries; Intervention; Parent Participation; *Peer Relationship; Popularity; Prevention; *School Safety; Teacher Attitudes; *Teacher Role; Violence
IDENTIFIERS- *Bullying; *Victimization

Bullying in schools is a widespread phenomenon that has been largely ignored by professional investigators. It is often a covert problem, but once it is put into the context of social interaction, schools are able to respond to it in productive ways. A multifactorial response is best, and prevention is far better than crisis management. One of the most effective preventive measures is team response by all teachers to ensure a two-fold response. Bullying must stop and firm action must be taken to ensure the safety of the victim. Then the social behavior of the bully and the victim must be analyzed and changed. Part 1 explores how to understand bullying, considering bullies, victims, family factors, and social behavior involved. Part 2 reviews what to do about bullying, focusing on the role of the school, prevention, protection, and parents as partners, and presenting some cases studies of successful intervention. An appendix contains workshop and curriculum materials for teacher education. (Contains 7 tables, 6 figures, and 465 references.) (SLD)

ED 397 167 UD 031 045

Haveman, Robert; And Others
The Relation of Educational Attainment to Childhood Events and Circumstances.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jan 90

Yorkers, New York" (Judith L. Failer, Anna Harvey, and Jennifer Hochschild); (4) "Implementation of Court-Ordered Desegregation by District-Level School Administrators" (Jennifer J. Beaumont); (5) "Promoting Positive Peer Relations in Desegregated Schools" (Janet W. Schofield); (6) "Cultural Ignorance and School Desegregation: A Community Narrative" (Van Dempsey and George Noblit); (7) "Before and After School Desegregation: African American Parents' Involvement in Schools" (Patricia A. Edwards); (8) "High-Quality Schooling for African American Students" (Ronald D. Henderson, and others); (9) "African American Student Leadership: Implications for Quality in College Achievement in the 21st Century" (Carolyn J. Thompson); (10) "Can Institutions Care? Evidence from the Segregated Schooling of African American Children" (Emilie V. Siddle Walker); (11) "The All-Black School: Inherently Unequal or a Culture-Based Alternative?" (Christine J. Faltz and Donald O. Leake); and (12) "School Desegregation, the Politics of Culture, and the Council of Independent Black Institutions" (Mwalimu J. Shujaa and Hannibal T. Afrik). References follow the chapters. (Contains 3 figures and 19 tables.) (SLD)

ED 397 187   UD 031 065

Hallinan, Maureen T., Ed.
Restructuring Schools: Promising Practices and Policies.
PUB DATE- 95
NOTE- 277p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Environment; Educational Practices; *Education Work Relationship; Elementary Secondary Education; Private Education; School Choice; School Organization; *School Restructuring; *Total Quality Management; Track System (Education)
IDENTIFIERS- Complex Instruction; *Reform Efforts

Chapters in this book focus on a wide array of educational issues that command attention at the end of the 20th century. Various aspects of contemporary schooling are explored, and models of school organization and functioning are proposed in the following chapters: (1) "Achievement-Oriented School Design" (James S. Coleman); (2) "Lost in Translation: Applying Total Quality Management to Schools, Colleges, and Universities" (Aaron M. Pallas and Anna Neumann); (3) "Markets for Organizational Reform: Private Education in Post-Communist Poland" (Barbara Heyns); (4) "Lessons from Catholic High Schools on Renewing Our Educational Institutions" (Anthony S. Bryk); (5) "School Choice in New York City: Preliminary Observations" (Peter W. Cookson, Jr. and Charlotte S. Lucks); (6) "Tracking Students for Instruction: Consequences and Implications for School Restructuring" (Adam Gamoran and Maureen T. Hallinan); (7) "Local Constraints on Opportunity To Learn Mathematics in High School" (Jennifer S. Manlove and David P. Baker); (8) "Talking and Working Together: Conditions for Learning in Complex Instruction" (Elizabeth G. Cohen, Rachel A. Lotan, and Nicole Holthuis); (9) "Academic Challenge, Motivation, and Self-Esteem: The Daily Experiences of Students in High School" (Barbara Schneider, Mihaly Csikszentmihalyi, and Shaunti Knauth); (10) "Reforming Education: A Critical Overlooked Component" (Alan C. Kerckhoff); and (11) "Creating Linkages in the High School-to-Work Transition: Vocational Teachers' Networks" (James E. Rosenbaum and Stephanie Alter Jones). References follow the chapters. (Contains 5 figures and

Groups; Racial Differences; *Racial Discrimination; Social Class; Special Education; Student Placement; *Track System (Education)

On the surface, educational tracking may seem like a useful tool for allowing students to work at their own pace, and to avoid discouraging competition, but abuses of the tracking idea have arisen through biased placement practices that have denied equal access to education for minority students. The articles in this issue explore a number of concerns related to tracking: (1) "Tracking Denies Equal Access" (Percy Bates); (2) "Tracking Perpetuates the Class System in the United States of America" (Norma Barquet); (3) "Excellence and Equity: What Research Says about Tracking" (Norma Barquet); (4) "Race, Ability Grouping, and the Law in American Education" (Chuck Vergon); (5) "The Educational Status of National Origin Students: On an Invisible Track" (Martha A. Adler); (6) "Tracking and Gender" (Eleanor Linn); (7) "The Checklist: Assessing the Tracking Practices in Your School" (Norma Barquet and Eleanor Linn); (8) "Special Education: A Changing System" (Judith L. Greenbaum); (9) "Cooperative Learning: An Alternative to Tracking" (Tasha Lebow); (10) "Untracking High School Mathematics" (Eleanor Linn); (11) "Tracks and Resources: Separate and Unequal" (Ted Wilson); and (12) "Recommended Resources for Untracking Schools" (annotated list of 40 resources) (Eleanor Linn and Ted Wilson). References follow the articles. (SLD)

ED 397 208 UD 031 089

Bates, Percy; And Others
Science Education and Equity.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; American Indians; Blacks; Educational Improvement; Elementary Secondary Education; *Equal Education; Females; Financial Support; *Minority Groups; Racial Differences; *Science Education; Science Instruction; Sciences; *Student Interests
IDENTIFIERS- Language Minorities

This double issue of "Equity Coalition" deals with issues related to the need for inclusive science training and encouraging the interest of women and minorities groups in science. The following articles are included: (1) "Say Yes to Science" (Percy Bates); (2) "Science and Equity: Why This Issue Is Important" (Eleanor Linn); (3) "Race Equity and Science Education: An Interview with Charles Payne" (Elizabeth M. Mimms); (4) "Gender and Science: A Review of the Research Literature" (Mary Antony); (5) "Making Science Learning Meaningful for Language Minority Students" (Norma Barquet); (6) "Families and Science" (Judith L. Greenbaum); (7) "Model Science Equity Programs" (Marta Larson); (8) "The Checklist: How Equitable is Your Science Education Program?" (Martha A. Adler); (9) "Twelve Answers to the Question 'What Can I Do in My Science Program?'" (Tasha Lebow); (10) "Africans' Contributions to Science: A Culture of Excellence" (Salome Gebre-Egziabher); (11) "Looking at Science Holistically: The North American Indian Perspective" (Iva A. Smith); (12) "Funding for Equity in Science Education" (Ted Wilson); and (13) "Recommended Resources on Science Education and Equity" (annotated list of 36 resources). References follow the articles. (Contains one figure.) (SLD)

Studies; Mathematics Teachers; Methods Courses; Nontraditional Students; Preservice Teacher Education; Science Teachers; Secondary Education; Student Teachers; *Teacher Attitudes; *Teaching Methods; *Theory Practice Relationship

This paper reports on a study to document influences on five beginning mathematics and science teachers' instructional beliefs after a preservice methods course in secondary literacy. The participants were former military officers who had selected teaching as a second career. The study looked at: the teachers' beliefs about uses of literacy in their content instruction from preservice through the second teaching year; influences the teachers perceived as affecting their beliefs; and how and why the teachers' beliefs about literacy in their content instruction changed or remained constant over the 3-year period. Results showed: all five teachers' beliefs had been influenced by the methods course; the teachers' instructional beliefs became more elaborate and specific during their student teaching and first year of teaching; as student teachers, they were influenced by cooperating teachers' beliefs about what "worked" and what "didn't work," beliefs they often adopted unaware of inconsistencies with what they had been taught; all five had concerns about students' behavioral problems; they had to adjust to quick and substantial changes in environment, expectations, and curriculum; and they were influenced by a wide variety of individuals and conditions within and outside of the school. Positive conditions included appropriate curriculum materials, cooperating teachers who favored the strategies, and favorable administrative policies. Negative conditions included lack of time, large numbers of students and/or preparations required, students with many academic or personal problems, and general instability of the beginning teacher's assignments. (Contains 13 references.) (ND)

ED 397 031 SP 036 749

Grant, Joe W.; Drafall, Lynn E.
Developmental Thinking in the Student Teaching Experience.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Music Teachers; Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); Student Development; Student Journals; *Student Teachers; Student Teacher Supervisors; *Student Teaching

This paper reports on a study of developmental thinking and qualities of reflection exhibited by two groups of music student teachers at two universities using different cooperating teacher training programs. The study examined the weekly journals of 19 music student teachers at Institution A (with trained cooperating teachers) and 26 students at Institution B (with untrained cooperating teachers). Students from Institution A used open-ended narratives to report on their weekly activities and to reflect on their teaching, while Institution B students reported their activities on more standard forms and then wrote a paper at the end of the semester in which they reflected on their student teaching experiences. Analysis suggested that the differing weekly violence, and helping children feel safe by assisting them in writing the names of people and places to which they can go when feeling scared. Teachers must be aware of not passing on cultural stereotypes; while elementary school children are not able to conceptualize socioeconomic differences in terms of profession and status, in the current consumer-oriented world, the advantages of wealth and disadvantages of poverty soon become evident to them. Also, teachers should learn as much as possible about the dynamics of their communities and recognize the messages that children are absorbing in their daily experience. Suggestions for promoting parental involvement include recruiting a volunteer to become a liaison between teacher and parents, showing respect for parents by treating them as co-workers rather than as free help, asking for parents' input, and thanking them for their participation. (ND)

ED 397 049 SP 036 789

Shepston, Therese Kiley; Jensen, Rita A.
Home and School as Learning Environments that Impact the Development of Primary Students' Print Concepts and Reading Attitudes.
PUB DATE- 96
NOTE- 44p.; Contains some pages of broken type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Concept Formation; Early Reading; Educational Environment; *Emergent Literacy; *Family Environment; Intergenerational Programs; Models; *Parent Influence; Parents as Teachers; Primary Education; *Reading Attitudes; Reading Instruction; Recreational Reading
IDENTIFIERS- *Family Literacy; *Print Awareness

This paper reports on a study of primary-grade students (N=79) and their parents in an attempt to identify opportunities for enhancing the collaborative interaction between home and school when designing quality learning environments. In particular, the study looked at the children's print concept development, reading attitudes, and family literacy environments. Participants were enrolled in a summer program designed for gifted and talented students. Survey instruments used were "Concepts about Print" and "Elementary Reading Attitudes Survey"; one parent (or guardian) was asked to complete a literacy survey for each child. Analysis of the data indicated that students' performance on the two survey instruments did not correlate, though the students' scores exhibited a relatively high correlation between academic and recreational reading attitudes. The family literacy survey revealed that as children get older, they have fewer adult reading models within their home environments. The findings of the study reinforce the importance of parent education and intergenerational programs which recognize that parents are their children's first teachers and can play major roles in facilitating their children's literacy development. Also, teacher educators have a responsibility to increase preservice and inservice teachers' knowledge bases regarding how young children acquire print concepts and form attitudes toward reading. (Contains 8 tables and 31 references.) (ND)

ED 397 050 SP 036 791

Zeichner, Ken, Ed.; And Others
Currents of Reform in Preservice Teacher Education.

American College Testing Scores.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *College Entrance Examinations; Comparative Analysis; High Schools; *High School Students; Private Schools; *Scores; Student Attitudes; *Test Coaching; Test Results; Test Wiseness
IDENTIFIERS- *ACT Assessment; American College Testing Program

Whether preparation classes for the American College Testing (ACT) assessment actually raise student scores was studied with middle-class, private-school high school juniors and seniors of various ethnic backgrounds. The 1990-1991 test results for 30 students who had taken an ACT coaching course were compared with those of 30 students who had not. Findings are tabulated in terms of averages. The difference in mean scores was not statistically significant, suggesting no significant change for students who attended the coaching course and supporting the null hypothesis. However, care must be taken in generalizing from this study. It was true that students on the lower achievement level were more likely to gain one or two points after taking an ACT coaching course. It is theorized that students at the higher levels of achievement had already learned test-taking skills. It is also noted that an ACT coaching course might have positive effects on student attitudes that could translate into better test performance. (Contains 1 table and 13 references.) (SLD)

ED 397 070 TM 024 776

Ridley, Dennis R.; And Others
The 1995 Assessment Report on CNU Online.
PUB DATE- Oct 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adults; *College Students; *Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; Course Evaluation; *Distance Education; Higher Education; Nontraditional Students; *Online Systems; Program Evaluation; Program Implementation; School Holding Power; *Student Attitudes; Student Attrition
IDENTIFIERS- *Christopher Newport College VA

CNU Online is the computer-managed instructional delivery system of Christopher Newport University (CNU) (Newport News, Virginia). Fully functional to deliver online courses since fall 1994, CNU Online has undergone a thorough assessment as required in its original assessment plan. In the 1994-95 school year, the online population did not differ greatly from the university's student population as a whole: it was a diverse group of predominantly nontraditional adult learners. The assessment data collected were consistent with the view that courses taught online are becoming a more established alternative form of instruction at CNU. The courses appeared to be as rigorous, or more rigorous, than classroom courses, and student satisfaction and performance data, where available, were comparable to data from students enrolled in classroom courses. Students with prior online experience were more likely to choose the online option, and made better progress when they did. There was a relatively high withdrawal rate in online classes, which improved somewhat in the spring semester. Those

April, 1995.
PUB DATE- 31 Aug 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Networks; Educational Change; Educational Innovation; *Educational Technology; Elementary Secondary Education; *Internet; Surveys; Teacher Attitudes; *Technological Advancement; *Telecommunications
IDENTIFIERS- *Baseline Data; *National School Network Testbed; Technological Infrastructure

The schools of the National School Network Testbed, through their affiliated Internet-based telecommunications projects and consortia, represent the leading edge of elementary and secondary school use of the emerging digital communications network. The Baseline Survey provides a statistical portrait of the charter group of school members of the National School Network Testbed as the schools began participating in Testbed activities. This portrait will eventually be used to demonstrate, in conjunction with follow-up surveys, how participating schools have changed over the period of their Testbed involvement. The survey consisted of survey booklets for the site-based coordinator, the technical specialist, and a school administrator. This report is based on the return of 104 mainline survey questionnaires (68% of the 153 identified schools), 98 technical supplements, and 98 administrator supplements. Member schools, which are spread across the country, are located in many types of communities. Forty-three percent are high schools, 28 percent are elementary schools, and the rest represent various combinations. The schools are fairly representative of the U.S. population in terms of ethnicity and socioeconomic status. The schools differ from the average in that they tend to be innovators, with teachers disproportionately supportive of collaborative and higher-order learning. The baseline information indicates that these schools are preparing the infrastructures needed for new learning resources. The information about Testbed schools and their capabilities will be used to evaluate the implementation of new network-based teaching and learning approaches. (Contains 11 tables.) (SLD)

ED 397 090 TM 025 128

Perez, Kristina M.
A Review and Critique of the KeyMath Revised: A Diagnostic Inventory of Essential Mathematics.
PUB DATE- 26 Jan 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; Curriculum Development; *Diagnostic Tests; Educational Diagnosis; Elementary Secondary Education; Mathematics Achievement; Mathematics Skills; *Mathematics Tests; Pretests Posttests; *Scoring; *Student Evaluation; Test Construction; Test Format; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *KeyMath Diagnostic Arithmetic Test

The KeyMath Revised is a power test that measures the

Assessment; Equal Education; Higher Education; Pilot Projects; *Teacher Attitudes; Testing Problems; Test Length; *Test Use; *Timed Tests; Time Management
IDENTIFIERS- *Speededness (Tests)

In order to establish a tertiary educational sector that is able to provide equal opportunities to all students, it is vital that institutions diversify curriculum delivery and course assessment strategies. Although it may appear impractical to develop a course that takes into consideration the various learning preferences of all individuals, there appears to be room for improvement, especially in the areas of clarifying course objectives and following through with appropriately inclusive assessment strategies. This paper summarizes the literature findings concerning the use of speeded examinations and their implications and explores issues in relation to granting extended time in examinations to students with disabilities. Also, the reasons why academics choose to use speeded examinations and their attitudes towards unspeeded examinations have been explored through a pilot study involving 1 to 2 faculty members from each of 16 disciplines. Results indicated that some academics were uncertain about what constitutes a disability and others were unsure about how to ensure that students had sufficient time to finish. Many believed that there is a significant relationship between speed and the quality of response. It is suggested that unspeeded examinations provide more equitable and practical alternatives to examinations taken under tight time constraints. (Contains 1 figure, 6 unnumbered tables, and 34 references.) (Author/SLD)

ED 397 109 TM 025 241

Chang, Lei
Dependability of Anchoring Labels of Likert-Type Scales.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Generalizability Theory; *Graduate Students; Higher Education; Individual Differences; *Likert Scales; Research Design; Responses; *Scaling; Scores; *Test Construction
IDENTIFIERS- *Anchoring Devices

This study uses generalizability theory to examine the dependability of anchoring labels of Likert-type scales. Variance components associated with labeling were estimated in two samples using a two-facet random effect generalizability-study design. In one sample, 173 graduate students in education were administered 7 items measuring attitudes toward quantitative methodology. The other sample consisted of 108 graduate students in education who responded to the 8-item Life Orientation Test (M. F. Scheier and C. S. Carver, 1985). From both samples, variance components associated with labeling were found to be trivial, contributing little to the observed score variance. The dependability of anchoring labels was maintained for both normative and absolute interpretations of individual differences with respect to what was being measured. Two plausible explanations were provided. Respondents could primarily be using the numerical information in rating a Likert-type scale or could treat both the scale numerals and verbal labels as representing ordinal rather than equidistant relations. (Contains 2 tables and 29 references.) (Author/SLD) number of items and the number of examinees must approach infinity for the estimates of any of the variance components to be consistent. However, if these two covariance matrices are constrained so that each has homogeneous variances and covariances, then consistent estimates of the variance components can be obtained without having both the number of items and the number of examinees simultaneously approach infinity. (Contains seven references.) (Author/SLD)

ED 397 128   TM 025 272

Noble, Julie; Powell, Douglas A.
Factors Influencing Differential Achievement of Higher-Order Thinking Skills, as Measured by PLAN. ACT Research Report Series 95-4.
PUB DATE- Dec 95
NOTE- 56p.; For an earlier version, see ED 384 632.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Course Selection (Students); *Educational Background; Educational Objectives; Educational Planning; *Ethnicity; High Schools; *High School Students; Scores; Sex Differences; Test Results; *Thinking Skills
IDENTIFIERS- *PLAN Tests

The relationships between course work taken, educational needs and plans, high school attended, and PLAN test scores of high school sophomores were examined. The PLAN tests are higher-order thinking skills tests that are used in educational planning and in program and curriculum evaluation. The relationships between ethnicity or gender and test scores, given students' course work taken, educational needs and plans, and high school attended, were then examined. The data consisted of 2 samples, a nationally-representative sample of 7,000 sophomores from 65 high schools, and a sample of 8,441 sophomores from 73 schools that tested all of their sophomores as part of the fall 1992 PLAN operational administration. For both samples, course work taken, students' educational needs and plans, and high school attended were major factors in explaining students' achievement of higher-order thinking skills. Gender and ethnicity explained 2% or less of the variance in PLAN scores over and above these factors. Appendix A describes the clusters of planned course work for the study, and Appendix B presents three tables of statistics. (Contains 1 figure, 11 text tables, 3 appendix tables, and 10 references.) (Author/SLD)

ED 397 129   TM 025 278

Haenn, Joseph F.
Evaluating the Promise of Single-Track Year-Round Schools.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Curriculum; Disadvantaged Youth; Elementary Education; *Parent Attitudes; Program Implementation; *Remedial Programs; School Districts; Suburban Schools; *Time Factors (Learning); Urban Schools; *Year Round Schools

Federal Legislation; Females; Knowledge Level; Minority Groups; Nontraditional Occupations; Sex Role; *Sex Stereotypes; Technical Occupations; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; Set Asides

Programs funded through the federal Carl D. Perkins Vocational and Applied Technology Education Act sex equity set aside are required to provide occupational education in high wage, high skill, and nontraditional careers. This bulletin, one of a series reporting on Perkins Act funding in New Jersey, reports on the effectiveness of displaced homemaker and sex equity programs in changing the sex role stereotyping of participants. Sex role stereotyping is one factor that has contributed to the economic disparity between the genders. Pretest and posttest data were collected from 224 participants, largely female, in displaced homemaker and sex equity programs using the MacDonald Sex Role Inventory. Participants showed some changes in sex role attitudes, with mean posttest scores on the inventory significantly higher than mean pretest scores. Scores for younger participants also reflected more equitable attitudes than did scores for older participants. When scores on the inventory's four dimensions were analyzed in a subset of 73 respondents, changes also reflected more equitable attitudes following program participation. Since projects operating with Perkins Act sex equity set aside funds have increased scores on the Sex Role Survey indicating changes toward equitable attitudes, these programs should be continued and expanded. (Contains 2 figures and 15 refrences.) (SLD)

ED 397 147 UD 030 918

Sexual Harassment in a New Jersey High School: A Replication Study.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 95
NOTE- 6p.; For other bulletins in this series, see UD 030 914-917.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Environment; High Schools; *High School Students; *Sexual Harassment; Sexuality; *Student Attitudes; Surveys
IDENTIFIERS- New Jersey; Research Replication

Confronted with the problem of sexual harassment, a public high school in New Jersey implemented an awareness program. To document the extent of sexual harassment, the administration arranged for the Career Equity and Assistance Center for Research and Evaluation at Montclair State University to conduct a replication of the American Association of University Women (AAUW) survey on sexual harassment. The instrument used in the AAUW study was administered to all students during their English classes. Of the 711 students surveyed, 46% were female. A major finding was that 76% of the students believed that harassment happened in their school, and 73% had personally experienced sexual harassment. Most (94%) of the harassment took place between students, but 30% of students reported teacher to student harassment. Students reported that 47% of the harassment occured in the hallways and 29% occurred in the classroom. Most students (59%) believed that harassment occurred because it gave the perpetrator power over another person. Results were in general agreement with the AAUW study, although reported levels were slightly lower in the New Jersey

NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Economic Factors; *Educational Attainment; Family Characteristics; Graduation; High School Graduates; High Schools; *Life Events; Longitudinal Studies; Parent Background; *Parent Child Relationship; *Stress Variables; *Student Characteristics

The relationship between high school graduation and a number of variables, including personal characteristics, economic factors, stress factors, and the timing of events, is examined. A longitudinal sample of approximately 1,300 individuals provides evidence that completion of high school is positively associated with being nonwhite and female, growing up in a family having a religious affiliation, and growing up with only a few siblings. Most significant for high school graduation is the educational level of the parents. Experiencing family dislocations (such as moving and the divorce of parents) and having less parental time in the preschool years are negatively associated with completion of high school. Having a mother who works generally has a positive association with high school completion that increases as a child gets older. On the other hand, stress caused by family breakup or a physical move has its greatest impact on children in the youngest and oldest age groups measured (those between 4 and 7 and between 12 and 15). Problems of unobserved variables and potential endogeneity continue to raise questions about the results of research of this nature. Appendix A contains coefficients and standard errors from time-use data regressions, and Appendix B presents coefficients and standard errors for study variables, (Contains 3 tables and 21 references.) (Author/SLD)

ED 397 168 UD 031 046

Danziger, Sandra K.; Farber, Naomi B.
Keeping Inner-City Youth in School: Critical Experiences of Black Young Women.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; Michigan Univ., Ann Arbor. Rackham Graduate School.; Spencer Foundation, Chicago, Ill.
PUB DATE- Dec 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Adolescents; *Black Students; *Early Parenthood; Experience; *Females; Inner City; Interviews; Mothers; School Holding Power; *Social Support Groups; Urban Schools; *Urban Youth; Withdrawal (Education)
IDENTIFIERS- Michigan (Detroit); Wisconsin (Milwaukee)

This paper analyzes an understudied dimension of inner-city education--the diverse nature of women's personal experiences and levels of success in school and the kinds of supportive resources they receive. The data are from qualitative interviews with 53 black teen mothers and their nonparent peers who reside in Detroit (Michigan) or Milwaukee (Wisconsin). Findings suggest that, in general, the nonparents have more success in school; however, some teen mothers were relatively successful in remaining attached to schooling. The more successful young women cited support for schooling in the three broad categories of personal traits, family support, and role models in the community or school. The findings suggest that

16 tables.) (SLD)

ED 397 188 UD 031 067

Kamerman, Sheila B., Ed.; Kahn, Alfred J., Ed.
Whither American Social Policy? Confronting the New Politics of Child and Family Policy in the United States. Report 1.
PUB DATE- 96
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; Educational Policy; Elementary Secondary Education; *Family Programs; Financial Support; Legislation; Low Income Groups; *Policy Formation; *Poverty; Program Implementation; *Public Policy; *Retrenchment; *Social Change; Social Services; Welfare Recipients
IDENTIFIERS- *Congress 104th

"Confronting the New Politics of Child and Family Policy in the United States" is an 18-month project designed to help states, local governments, and the voluntary sector as they respond to the social policy debates and changes precipitated by the 104th Congress. The project's main vehicle will be a series of reports, based on a series of small conferences, on the policy climate, of which this report is the first. The report takes a broad-brush approach to clarify the political, economic, and social context of the new policies and it explores the opportunities and problems for child and family policies that are associated with these developments. Three papers in this volume were commissioned as background for the first project discussion session: (1) "Coming into a New Land: The Context Shaping American Social Policy" (Hugh Heclo); (2) "Budget Deficits and the Race to the Bottom" (Paul E. Peterson); and (3) "The Budgetary Context for Changes in Safety-net Programs" (Robert Greenstein). Discussion of these papers, in November 1995, provided a backdrop for the next phase, focusing on how to cope with the changes. "Coping with the Changes in Child and Family Policy: Exploring the Choices" by Sheila B. Kamerman and Alfred J. Kahn begins the examination of approaches to funding shortfalls and new flexibility in program changes. An appendix presents the conference program. References follow the papers. (Contains 1 table and 12 figures.) (SLD)

ED 397 189 UD 031 068

Kutzer, M. Daphne, Ed.
Writers of Multicultural Fiction for Young Adults. A Bio-Critical Sourcebook.
PUB DATE- 96
NOTE- 494p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- *Adolescent Literature; American Indian Literature; Asian Studies; *Authors; Black Literature; *Cultural Pluralism; *Fiction; Hispanic American Literature; Jews; Literary Criticism; *Multicultural Education

This reference book includes 51 alphabetically arranged entries about writers of multicultural fiction for young adults. Each entry consists of a biographical introduction to the author, an overview of his or her major young adult works, a section on the critical reception of the author's writings, a bibliography

ED 397 209 UD 031 090

Bates, Percy; And Others
Abolishing Harrassment.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; *Equal Education; *Ethnicity; Parent Participation; *Prevention; Program Development; *Racial Discrimination; *Sexual Harassment; *Student Attitudes

Although society is more aware of sexual harassment than it was in the past, the problem is not disappearing. Many school children are afraid to talk about it for fear of reprisal and humiliation. The articles in this issue focus on harassment and the schools in the following papers: (1) "Harassment Revisited" (Percy Bates); (2) "Sexual Harassment: What We Have Learned" (Eleanor Linn); (3) "Racial Harassment in Education" (Bob Croninger); (4) "Racial/Ethnic Harassment: What the Research Reveals" (Martha A. Adler); (5) "Ethnic Harassment Is Hurtful and Illegal" (Norma Barquet); (6) "Checklist and Survey: Is Harassment a Problem in Your School?" (Marta Larson); (7) "On Preventing Harassment: Tips for Parents and Community Members" (Marta Larson); (8) "Complaint Investigation: The Basics" (Marta Larson); (9) "Successful Harassment Prevention Programs" (Tasha Lebow); and (10) "Recommended Resources for Abolishing Harrassment" (annotated list of 32 resources) (Eleanor Linn and Ted Wilson). References follow the articles. (Contains one figure.) (SLD)

ED 397 210 UD 031 091

Morrison, Linda
Why Conventional Education Reform Fails: The Case for Market-Based Restructuring.
PUB DATE- Mar 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Competition; Decision Making; *Educational Change; Educational Policy; Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; Legal Problems; Policy Formation; *Private Schools; Scholarships; *School Choice; *School Restructuring
IDENTIFIERS- First Amendment; *Parent Empowerment

Traditional efforts to reform education have not succeeded because the education system has resisted major change. Achieving meaningful reform will require educational restructuring, and this restructuring will have to be based on competition, which is a basic fact of every other profession. For this reason, many states are moving to adopt educational choice programs that introduce some genuine competition by giving parents the freedom to leave bad schools. By putting more decision-making power in the hands of parents, educational choice attempts to achieve accountability through the market. Educational choice advocates are increasingly arguing to include nongovernment options in choice plans and requiring public schools to compete with nongovernment schools. The reporting instruments rather than differences in the training of cooperating teachers contributed most to the differences in developmental growth between the two groups. The forms used at Institution A were open-ended and apparently more conducive to a wide-ranging narrative about many aspects of the student teaching experience whereas the forms used at Institution B asked for responses to specific areas and appeared to elicit briefer and less reflective responses. However, the final papers written by the Institution B students exhibited significant amounts of reflection. The findings support the value of providing students with an opportunity to "think on paper" about the activities, experiences, failures and successes of teaching. (Contains seven references.) (ND)

ED 397 032 SP 036 750

Wagener, James W.
Volunteer Teachers' Associates as School Reformers.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Educational Change; Educational Innovation; Elementary Secondary Education; Higher Education; High Risk Students; Mentors; Preservice Teacher Education; Public Schools; *School Aides; *School Community Relationship; Special Needs Students; *Teacher Aides; *Volunteers; *Volunteer Training
IDENTIFIERS- Adult Student Relationship

This paper explores the role of volunteer teacher associates in school reform. Three theses are examined: (1) qualified and well trained volunteers as teachers' associates can be important in remedying the difficulties students experience in public school classrooms; (2) many public school reform efforts produce mixed results because of difficult assignments, commitments, and constraints on school "insiders" and "outsiders"; and (3) professors of education can play significant roles in developing and using teacher-volunteer teams. Qualified volunteers trained as teacher associates can provide ongoing classroom assistance in crucial areas at minimal cost, with no additional personnel, curriculum changes, consultants, or additional space. These areas include: student affirmation, tutoring/mentoring, small group facilitation, negotiation/conflict resolution, and enrichment. Teacher associates become aware of both the realities of students lives and of the circumstances facing teachers and administrators, and can play an important role in encouraging appropriate changes in schools as outsiders with an insider's point of view. Volunteer teacher associates could be trained by institutions of higher education in conjunction with their preservice teacher education programs. Training would include observation, classroom sessions, a public school practicum, and two full days each week at a local school. (ND)

ED 397 033 SP 036 751

Goldstein, Lisa Siegel
"If You Have a Ph.D., Then Why Are You Teaching Kindergarten?": A Teacher Research Work in Progress.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American

PUB DATE- 96

NOTE- 246p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Accreditation (Institutions); *Alternative Teacher Certification; Case Studies; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Reflective Teaching; State Standards; Student Teaching; *Teacher Certification

IDENTIFIERS- *Diversity (Student); Diversity Concept

This book provides an analysis of efforts to improve the education of preservice teachers and of the limitations of contemporary teacher education reform proposals. Following Chapter 1, "Introduction" (Ken Zeichner), the book is divided into three parts. Part 1, "Regulation and Standards in Teacher Education," consists of four chapters: (2) "External Influences on Teacher Education Programs: National Accreditation and State Certification" (Alan R. Tom); (3) "Reforming Teacher Education through Legislation: A Case Study from Florida" (Susan Melnick); (4) "The Continuing Reform of a University Teacher Education Program: A Case Study" (Dorene Ross and Elizabeth Bondy); and (5) "Traditional and Alternative Routes to Teacher Certification: Issues, Assumptions, and Misconceptions" (Trish Stoddart and Robert Floden). Part 2, "Preparing Teachers for Cultural Diversity," is in three chapters: (6) "Prospective Teachers' Perspectives on Teaching 'Other People's Children'" (Mary Louise Gomez); (7) "Educating Teachers for Cultural Diversity" (Ken Zeichner); and (8) "The Role of Community Field Experiences in Preparing Teachers for Cultural Diversity" (Ken Zeichner and Susan Melnick). The final two chapters make up Part 3, "Promoting Reflective Practice in Teacher Education": (9) "Teachers as Reflective Practitioners and the Democratization of School Reform" (Ken Zeichner); and (10) "Designing Education Practicum Experiences for Prospective Teachers" (Ken Zeichner). Each chapter includes references. (ND)

ED 397 051   SP 036 817

Alibrandi, Marsha; Seigel, Susan

Democratic Pedagogy as Content and Method in Teacher Education: Conversation as Research-in-Action.

PUB DATE- 11 Apr 96

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Action Research; *Classroom Communication; Conflict Resolution; Course Objectives; *Democratic Values; Graduate Study; *Group Dynamics; Higher Education; *Participative Decision Making; Problem Solving; Secondary Education; Seminars; Social Cognition; Teacher Collaboration; Teacher Education; Teacher Educators; Teacher Student Relationship; *Teaching Models

IDENTIFIERS- *Teacher Researchers

This study examined student and instructor reflection upon a 2-year teacher education seminar designed to provide experiential and theoretical grounding in democratic pedagogy. Through conversation-as-research, instructors interpreted group dynamics in their conversations during breaks, lunch hours, and who persisted in the online experience were usually satisfied, but they did report that it was intensive and demanding. The report also reveals that a reasonable attempt was made to follow the guidelines established for a phased implementation of the online course system. Eleven appendixes present additional information about online course takers and their achievement. (Contains 4 tables and 5 appendix tables.) (SLD)

ED 397 071 TM 024 962

Education, Section J. Extracted from the 1995 New York Statistical Yearbook, 20th Edition.
PUB DATE- 95
NOTE- 41p.; In its: New York State Statistical Yearbook, 20th Edition, p307-345, 1995.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Art Education; Dropouts; *Educational Attainment; Educational Finance; Educational Television; Elementary Secondary Education; *Enrollment; Higher Education; Libraries; Private Schools; Public Schools; School Personnel; *School Statistics; *State Programs; Statistical Analysis; *Student Financial Aid; Tables (Data)
IDENTIFIERS- *New York

The 43 tables from this section of the "Statistical Yearbook" describe the condition of education in New York state in the early 1990s and provide some information that allows comparisons with earlier years or with other states. Tables are grouped into the following categories: (1) fall enrollments in public and nonpublic elementary and secondary schools; (2) public school finances and professional positions; (3) high school graduates, college entrants, and dropout rates; (4) enrollments, degrees granted and expenditures by institutions of higher education; (5) State University of New York enrollments, degrees granted, and employees; (6) tuition assistance, student loans, scholarships and awards; (7) educational attainment; (8) libraries, archives, and museums; (9) support for the arts; and (10) public television and broadcasting. (Contains 1 figure.) (SLD)

ED 397 072 TM 025 065

Huifen, Duan; And Others
Recent Trends and Developments in Educational Psychology: Chinese and American Perspectives. Educational Studies and Documents Series No. 61.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constructivism (Learning); Educational Principles; *Educational Psychology; Educational Theories; Elementary Secondary Education; Foreign Countries; *Intellectual Disciplines; Learning; Personality Traits; *Teaching Methods; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *China; Knowledge Acquisition; *United States

This publication consists of two reports that were commissioned by the United Nations Educational, Scientific, and Cultural Organization as background for its biennial report on world education. The first paper, "Educational Psychology and Teaching Methods in China: Developments and Trends," by Duan Huifen and others, indicates that educational psychology in understanding and application of mathematics skills and concepts. It is individually administered and is intended for students from kindergarten through the ninth grade to determine student mastery of mathematics concepts. The revised version is designed to be user-friendly for the student and examiner and differs from the original mainly in its simpler format. Test results can be used for general or remedial instruction, as part of a comprehensive evaluation, for pretest and posttest assessment, and for curriculum assessment. The revised version appears to be covering all the mathematics concepts for the grades intended. Scoring, which is also a change from the original version, involves marking answers on a protocol. Tools to assist in scoring are available. The KeyMath Revised was standardized in 1985 and 1986 using a sample of 1,798 students in kindergarten through grade 9. Reliability was acceptable, and content and criterion-related validities were reported. The instrument provides a clear and concise way to assess a student's level of mathematics, but is limited by the low reliability of the subtests when used in special education to pinpoint specific mathematics disabilities. In addition, the norms may not be appropriate for all grades because the sample for any given grade was not large. Overall, however, the KeyMath Revised is an appropriate tool to assess mathematics skills and concepts. (Contains 3 references.) (SLD)

ED 397 091   TM 025 129

Reimer, Judy
A Review and Critique of the Work Keys System.
PUB DATE- 26 Jan 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; *Job Skills; National Norms; *Occupational Tests; *Personnel Selection; Profiles; *Scoring; *Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *Work Keys (ACT)

Work Keys provides a metric that translates skill requirements for individual jobs into levels of proficiency. It has been developed as a multifunctional program with the interactive components of Job Profiling, Instructional Support, Reporting, and Assessment. The assessment component contains applied mathematics, applied technology, teamwork, and observation aspects. The American College Testing (ACT) program furnishes supplies for the Work Keys program and provides computer scoring. The system is a generally well-developed and well-executed product. When used effectively it can assist companies with employee selection and aid students in the smooth transition from school to work. Work Keys assessments are not norm-referenced, but a norming sample was drawn using 14,584 individuals to evaluate internal consistency. Research has also supported the validity of Work Keys. The ACT adheres to high standards in Work Keys and provides extensive client services, but budget restraints might hinder organizations in fully implementing the Work Keys System. Some limitations to the use of Work Keys are identified, but it is concluded that it provides individuals with career planning information regarding existing skill levels and levels needed to perform the jobs they want. (Contains 12 references.) (SLD)

ED 397 110 TM 025 242

MacColl, Gail S.; White, Kathleen D.
Improving the Utility of Educational Research for Policymakers.
PUB DATE- 9 Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Policy; *Educational Research; Internet; *Policy Formation; *Public Opinion; Research Reports; *Research Utilization
IDENTIFIERS- *Reform Efforts

A project team from the Program Evaluation and Methodology Division of the U.S. General Accounting Office was asked to review recent research on education and summarize the findings for policymakers. This paper captures the team's reflections on the utility of education research for policymakers and others interested in improving schools. The search for information is described, and how the findings were presented is outlined. Factors that limit the usefulness of educational research are considered, and some suggestions are offered for overcoming obstacles to research use. Few of the recently published reports, articles, and books offered accessible guidance to policymakers. The research community could do much to improve the utility of their work for policymakers by packaging their findings for wider audiences and producing better summaries. To this end, they could enlist the aid of journalists to reach a larger audience. The access to information offered by the Internet should not be ignored. An appendix presents some examples of successful school practices. (Contains 3 figures.) (SLD)

ED 397 111 TM 025 243

Reed, Donald B.
Assessing Student Field Data in Teaching Qualitative Research.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Educational Research; *Field Studies; *Graduate Students; Graduate Study; Higher Education; Methods Courses; *Qualitative Research; Researchers; Research Methodology; Research Reports; *Teacher Education; Theory Practice Relationship
IDENTIFIERS- *Washington State University

A way to assess the large volume of student data generated in an introductory graduate-level course in qualitative research in education is described. Primary attention is given to assessing the technical aspects of field data collection, and only secondary attention is given to the consideration of the substantive aspects of the field data. In the research course at Washington State University, students are taught basic research knowledge and skills as they are guided through an

IDENTIFIERS- *Durham City School District

Results from the first year of implementation of year-round schools in a school district that educates students from a medium-sized city and the surrounding county are presented to add to the body of knowledge about year-round schools. Two single-track, year-round elementary schools (kindergarten through grade 5) were established in Durham (North Carolina). One school adopted a core knowledge curriculum, while the other chose a more traditional approach. Both were attendance zone schools, rather than magnet schools, but in both cases a majority of parents had to approve the year-round concept and parents were allowed to send their children to other schools. Evaluation data supported the conclusion that the year-round schools had a significant positive effect on the achievement of students. There was also reason to believe that instructional planning at the school level was improved by the need to coordinate assessment and remediation services. Although disadvantaged students did not participate in the enrichment programs and the remediation programs between the sessions to the extent planners had hoped, those students who did receive the inter-session remediation were better prepared to resume their educations after breaks. The schools can be considered an important addition to the learning opportunities in the Durham schools. (Contains eight tables and six references.) (SLD)

ED 397 130 TM 025 290

Padilla, Raymond V.; And Others

The Unfolding Matrix: A Dialogical Technique for Qualitative Data Acquisition and Analysis.

PUB DATE- Apr 96

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Academic Persistence; College Students; Data Analysis; Ethnic Groups; Higher Education; Knowledge Level; *Matrices; *Minority Groups; *Qualitative Research; *Research Methodology; *School Holding Power; Social Support Groups

IDENTIFIERS- *Dialogic Communication

Most of the literature on student retention focuses on what students do "wrong" that leads to departure from college, but there is much to be learned from studying student success in higher education. This article presents a study designed to uncover the strategies that successful minority students employ to overcome barriers to academic success by using an innovative technique that assesses the informal knowledge required to achieve success in higher education. Each study began with an empty data matrix that was gradually filled as data were collected. The filled matrix then became a qualitative data set that was used to become a concept model for understanding the phenomenon under study. Three groups of 5 to 10 academically successful ethnic minority students each completed the matrix. Analysis of the data indicated that students faced barriers related to the continuity between high school and college, prejudice, and lack of resources. Successful minority students overcame barriers by creating a supportive "family" on campus or by involving their biological families in the collegiate experience, participating in ethnic activities, seeking out nurturing persons, and using institutional resources. Findings school. A major difference between the two studies was that students in the original AAUW study saw harassment as just a part of school life, rather than an attempt to gain power over someone. (Contains 4 figures, 1 table, and 2 references.) (SLD)

ED 397 148 UD 031 022

Thomas, Gail E., Ed.
Race and Ethnicity in America: Meeting the Challenge in the 21st Century.
PUB DATE- 95
NOTE- 379p.; Foreword by Walter Allen.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Economic Factors; *Elementary Secondary Education; Employment Opportunities; *Ethnicity; Futures (of Society); *Health; Hispanic Americans; Ideology; Racial Bias; *Racial Differences; Racial Relations
IDENTIFIERS- African Americans

In compiling this collection, the editor posed the question of the meaning of race and ethnicity in the United States at the threshold of the 21st century. The answers provided by the diverse authors as they wrote on issues of education, health, and employment are revealing and disturbing. Their contributions emphasize that race continues to exert a profound daily influence in American life. The country clings to an ideology that advocates racial differences and supports structures that create a reality that validates the myth of racial difference. Many authors have assessed race and ethnic relations in terms of subjective dimensions such as intergroup and intragroup attitudes and prejudice, but the contributors to this volume view the economic, health, and educational conditions that stratify groups as the primary bases for assessing racial and ethnic relations. The focus is on the four major ethnic groups, African Americans, Hispanic Americans, Asian Americans, and Native Americans. The 26 chapters cover a broad range of topics from multidisciplinary perspectives. Although the reality is revealed as challenging, the essays are not without hope that the country can address its racial and ethnic challenges. References follow each chapter. (Contains 11 figures and 44 tables.) (SLD)

ED 397 149 UD 031 023

Ahmad, Waqar I. U., Ed.; Atkin, Karl, Ed.
"Race" and Community Care. "Race," Health and Social Care Series.
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Caregivers; *Community Programs; Cultural Differences; Disabilities; Economic Factors; *Ethnic Groups; Foreign Countries; Government Role; *Health Needs; *Minority Groups; Social Change; *Welfare Recipients
IDENTIFIERS- *Afro Caribbeans; *Asians; England

This collection offers a wide-ranging introduction to contemporary issues surrounding the health care needs of members of minority ethnic communities within the framework of community care in Britain. The following chapters consider the worst educational consequences of early parenthood in this population may be mitigated by the intervention of caring individuals inside and external to the family and by nurturing the young women's personal strengths. Social work research and practice should assess these components and their relationships shared by many inner-city women so as to develop better ways to nurture their attachment to schooling. (Contains 2 tables and 21 references.) (Author/SLD)

ED 397 169 UD 031 047

Maloney, Tim
Estimating the Returns to a Secondary Education for Female Dropouts.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Feb 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropouts; Economic Status; Educational Attainment; *Employment Potential; Estimation (Mathematics); *Females; *High School Equivalency Programs; Income; *Reentry Students; Sampling; *Secondary Education; Sex Differences; Statistical Bias
IDENTIFIERS- National Longitudinal Survey of Youth

Data from the National Longitudinal Survey of Youth are used to estimate empirically the impact on the earnings capacities of young female dropouts if they were to return to complete either a regular high school education or a General Educational Development (GED) degree. To reduce the potential upward bias on these estimated rates of return, dropouts are allowed to have lower levels of innate ability and lower rates of human capital accumulation in school. After controlling for the sample selection bias associated with the observation of wage rates among only employed women, the rates of return for the average dropout are estimated to be 10.2% for a high school diploma and 6.2% for a GED degree. After allowing for self-selection in the decision of whether or not to complete a secondary education, these estimated rates of return actually rise slightly to 10.9% and 6.5% respectively. Because of differences in other productivity characteristics, this education would only eliminate up to one-third of the substantial gap that already exists between the earnings capacities of dropouts and secondary school completers. (Contains 8 tables and 16 references.) (Author/SLD)

ED 397 170 UD 031 048

Kahn, Alfred J., Ed.; Kamerman, Sheila B., Ed.
Children and Their Families in Big Cities: Strategies for Service Reform.
PUB DATE- 96
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Community Development; Elementary Secondary Education; *Family Needs; Family Programs; Integrated Activities; Low Income Groups; *Poverty; Social Problems; *Social Services; Urban Problems; Urban Schools; *Urban Youth; Welfare Recipients

of works by the author, and a selected bibliography of criticism. The individual biographies are as current as is possible, given the recent literature on the author. The volume closes with a selected bibliography of 68 works related to multicultural literature. The first part lists general studies, and other sections cite works focusing on African American, Hispanic American, Native American, Asian American, and Jewish literature. (SLD)

ED 397 190 UD 031 069

The American Teacher, 1993. Violence in America's Public Schools. Metropolitan Life Survey.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 93
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disadvantaged Youth; Educational Environment; *Elementary School Teachers; Elementary Secondary Education; Low Income Groups; Minority Groups; Police; *School Safety; *Secondary School Teachers; Student Attitudes; Surveys; *Teacher Attitudes; *Violence

As part of a series of studies on the concerns and aspirations of American teachers, this report illustrates the concerns of teachers, students, and law enforcement officers about the increasing violence and fears of violence in U.S. schools. The survey is based on interviews with a nationally representative sample of 1,000 teachers from grades 3 through 12, 1,180 students from the same grades, and 100 police department officials. Teachers generally felt safe in the schools, but only 50% of students felt very safe, and 22% were somewhat worried or very worried about being hurt at school. Law enforcement officials were more likely than teachers or students to feel that school violence has increased. All three target groups thought that violence was most likely outside the school building. Most teachers (61%) and law enforcement officials (60%) thought that certain types of students, especially low-income and minority students, were more likely to become victims of violence. Eleven percent of teachers said that they had been victims of violence in school, and 23% of students reported being victims of violence in or around school. However, only 14% of teachers and 26% of students thought that school efforts to control violence have been less than adequate. Appendix A describes survey methodology, and Appendix B contains the surveys. (Contains 101 tables and 6 appendix tables.) (SLD)

ED 397 191 UD 031 070

Carey, Nancy; Farris, Elizabeth
Racial and Ethnic Classifications Used by Public Schools. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 45p.; NCES Project Officer: Judi Carpenter.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

restructuring advocated by J. E. Chubb and T. M. Moe (1986) calls for a market-based system of "scholarships" paid for by the state, to allow a student to attend any school that meets minimum criteria. School voucher programs as they are developing in several states are also an approach to restructuring that erodes the barriers between governmental and nongovernmental schools. The First Amendment issues that will arise in these cases must be explored, along with other policy questions about choice and citizenship. Market-based education can respond to these challenges, and offers the best hope for real educational improvement. (SLD)

ED 397 211 UD 031 093

Kratzer, Cindy C.
Beyond "Effective Schools Research": Cultivating a Caring Community in an Urban School.
PUB DATE- Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Affective Behavior; *Community Characteristics; *Effective Schools Research; Elementary Education; Ethnography; Hispanic Americans; *Institutional Characteristics; Low Income Groups; School Culture; *School Effectiveness; *Urban Schools; Values; Year Round Schools
IDENTIFIERS- *Caring; Latinos

Effective schools research, as elaborated by R. R. Edmonds and others, gives a picture of what successful urban schools look like and helps identify the characteristics that led to success. This paper offers the proposition that looking at a school as a caring community provides a way to show effective schools by providing a framework to make sense of their characteristics. The ethnographic case study of one urban, low-income, predominantly Latino, elementary school serves to illustrate what a caring community looks like in actuality, in terms of structural (formal) components and cultural (informal) attitudes. The school is also interesting in that overcrowding has resulted in the operation of three tracks on a year-round schedule. Findings from this study illustrate at least three ways in which community and effectiveness are related. In the first place, as a shift toward the valuing of persons occurs, student achievement and test scores come to be seen in the context of personal growth and development, resulting in more of a push toward achievement. Then there is a shift toward linking individual well-being with the well-being of the whole school. In the third place, the affective dimension of the school is valued and regarded as legitimate. To grasp what makes effective schools work, it is necessary to move beyond merely identifying their characteristics. (Contains 57 references.) (Author/SLD)

ED 397 212 UD 031 094

Sanders, Eugene T. W.
Black Inner-City Males and the Milwaukee Public Schools Immersion Program: A Progress Report.
PUB DATE- Nov 92
NOTE- 34p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis,

Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Research; Early Childhood Education; Elementary School Teachers; Higher Education; *Parent Attitudes; Parent School Relationship; Personal Narratives; Reflective Teaching; Research Design; Teacher Attitudes; Teachers; Teaching (Occupation); *Teaching Conditions; *Theory Practice Relationship
IDENTIFIERS- *Teacher Researchers

A teacher with a new Ph.D. recounts her experience in returning to her previous role as a full-time teacher as she attempts also to conduct a teacher research program. She recounts her previous unsatisfactory experience co-teaching on a part-time basis while doing graduate research and her realization of the need to be the real teacher to conduct such research. In her role as teacher of a combined kindergarten/first grade class, she identifies tensions between the explicit expectations of teachers held by universities and school districts and the implicit understanding parents have of teachers' responsibilities to their children. She found that the demands and expectations of being a full-time teacher impinged greatly on her ability to function as a researcher. Of particular importance were parental concerns when research activities drew time away from the classroom. Major barriers to teacher research are institutional constraints, time limitations, and parental expectations. In order to enable "real" teachers to engage in teacher research, she stresses the need for both the explicit and the implicit understanding of the job of teacher to be broadened to make room for this aspect of reflective professional practice. (ND)

ED 397 034   SP 036 752

Northfield, Jeff
Quality and the Self-Study Perspective on Research.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Participatory Research; Qualitative Research; *Reflective Teaching; Research Design; Research Methodology; *Self Evaluation (Individuals); Teacher Education; *Teacher Improvement; Validity
IDENTIFIERS- *Special Interest Groups; Teacher Researchers

This paper considers the value of the self-study perspective and discusses quality factors in self-study research by educators. The context of the paper is the experience of the Self Study of Teacher Education Practices (SSTEP) special interest group. Reasons for increasing interest in self-study among teachers and teacher educators include its significant impact on practice as other teachers become interested, its recognition of a range of perspectives and values, and its potential as a source of new knowledge. Quality in self study seems to be

evenings throughout the seminar. The central issues guiding the research-in action were: (1) how instructors might co-construct with students a 'democratic dynamic' in a seminar designed to present the topic in both content and method; and (2) how instructors might balance the goals of the seminar content with its process and with students' needs. Seminar participants were mostly graduate students and some undergraduate students; the graduate students were practicing teachers. Findings revealed that collaborative instruction was critical, that conversation was the principal medium for negotiated change, and that certain critical conversations were central to the development of democratic learning communication. (Contains 34 references.) (CK)

ED 397 052 SP 036 818

Richards, Janet C.; And Others
Good Days/Bad Days: Learning To Teach in Two Different Multicultural Schools.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; *Context Effect; *Cultural Pluralism; Educational Philosophy; Elementary Education; Elementary Schools; Higher Education; Negative Attitudes; Participant Observation; Preservice Teacher Education; *School Culture; Special Education; *Student Teacher Attitudes; *Student Teachers; Student Teaching; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Diversity (Student); Louisiana

This paper presents information regarding two university field programs in two elementary schools in New Orleans (Louisiana), serving culturally diverse children, and it attempts to reveal the influences of each school context on preservice teachers' acquisition of pedagogical content knowledge, their concerns and dilemmas, and their frames of reference about teaching children in a nonmainstream school setting. Study participants were 85 female and 3 male preservice teachers majoring in elementary or exceptional education. The study was designed along the lines of participant-observational field work deriving its data from field notes of teaching observations as well as texts such as dialogue journals. Major themes emerging from the inquiry dealt with the differences between the two schools; and preservice teachers' unrealistic expectations, anxiety, negative frames of reference, feelings of failure, and desire to manage the students. Findings supported the benefits of pluralistic school experiences for future teachers and suggested that contextual conditions unique to a particular school may influence what preservice teachers learn and how they think about teaching. Examples of preservice teachers metaphors about teaching, semantic maps, final reflective statement, and dialogue journal entries; and a list of the six most frequently stated items on the semantic maps are appended. (Contains approximately 45 references.) (CK)

ED 397 053 SP 036 819

Torres, Myriam N.
Cognitive Individualism: An Impediment to Teachers' Collaborative

China began with the introduction of theories from abroad. This was followed by a period of testing, assimilation, and thorough investigation, and finally by actual creative development. A distinctively Chinese school of educational psychology has yet to be developed, but one trend is the emphasis on the harmonious development of the whole personality. The second paper, "Trends and Developments in Educational Psychology in the United States," by Rochel Gelman and Meredith Gattis Lee, emphasizes recent interest in the constructivist nature of learning, a view that is currently in favor. Notions of learning as a process of building associations are being expanded in examinations of the active construction of knowledge. (The first paper contains 60 references, and the second, 121 references, many of which are annotated.) (SLD)

ED 397 073 TM 025 068

Coley, Richard J., Ed.
Teaching for Diversity: Increasing the Supply of Minority Teachers.
PUB DATE- 95
NOTE- 14p.; Published by the ETS Policy Information Center, Educational Testing Service, Princeton, NJ 08541-0001.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Educational Change; Elementary Secondary Education; Higher Education; High Schools; High School Students; Middle Schools; *Minority Group Teachers; Pilot Projects; Program Descriptions; Teacher Aides; Teacher Education; Teacher Recruitment; *Teacher Supply and Demand; *Teaching Methods; *Volunteers

This issue focuses on teaching for diversity, reviewing some strategies designed to increase the supply of minority teachers and to prepare all teachers to work with students of many different races, cultures, and backgrounds. These strategies are being piloted in programs across the United States. One strategy for increasing the supply of minority teachers is the teacher cadet approach, which brings schools and higher education institutions together to choose potential teachers when they are still in middle and high school. Some examples of successful teacher cadet programs are described. Another approach is that of recruiting minority students from local community colleges to make it easier for them to enter and complete 4-year teacher education programs. Programs of two colleges with such an approach are described. Bringing teacher assistants into teacher education programs is another way to increase the number of minority teachers, as is bringing volunteers into teacher education programs. Examples are also given of these program types. Restructuring teacher education for diversity is another approach to increasing the number of minority teachers. The programs that are described are only a sample of efforts underway to increase the numbers of minority teachers and to help all teachers work in diverse classrooms. (SLD)

ED 397 074 TM 025 069

Bridgeman, Brent; Lewis, Charles
Gender Differences in College Mathematics Grades and SAT-M Scores: A Reanalysis of Wainer and Steinberg.
PUB DATE- Jul 95

ED 397 092 TM 025 130

Minke, Amy
A Review of the Recent Changes in the Scholastic Aptitude Test I: Reasoning Test.
PUB DATE- 26 Jan 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; College Bound Students; *College Entrance Examinations; High Schools; High School Students; Item Response Theory; *Mathematics Tests; National Norms; Predictive Validity; *Scoring; Test Construction; Test Content; Test Reliability; *Test Use; Test Validity; *Thinking Skills; *Verbal Tests
IDENTIFIERS- *Scholastic Aptitude Test; Scholastic Assessment Tests; Test Specifications

The Scholastic Aptitude Test (SAT) has been designed to test developed verbal and mathematics reasoning abilities of college-bound students, primarily high school juniors and seniors. For almost a decade there has been a research and development process to evaluate and change the entire SAT program. These changes were implemented in the SAT I: Reasoning Test in content and administration changes in April 1994 and scale recentering in April 1995. As of October 1995, a technical manual for the SAT I had not been published, but extensive research on the SAT I has been reported. The SAT I is normed on the 1990 reference group of 1,052,000 scores from 35 editions from October 1988 through June 1990. Field trials of the new test involved 162,692 high school juniors. By modeling the new test using item response theory, it has been estimated that the reliability of the new test is comparable to the old one, if not better. Definitive studies have not been done on test validity but research has suggested that recentering the scale has improved its predictive validity. Pains were taken in the test improvement process to ensure that the new test was not easier than the old one, even though mean test scores "rose." It could be said that changes to the SAT were not only justified but sorely needed to serve the test taking population adequately. Research on the effects of the new test specifications is needed, especially for changes in the mathematics section, that occurred after the field studies. (Contains 18 references.) (SLD)

ED 397 093 TM 025 135

Principles for Collaboration on Evaluation. An Agreement between the National Science Foundation and the U.S. Department of Education.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; Curriculum Development; Data Collection; Decision Making; Educational Assessment; *Educational Change; Educational Policy; Educational Trends; *Evaluation Methods; Mathematics; Policy Formation; Program

independent and original qualitative research study from initiation to completion. The first part of the course is concerned with problem conception, proposal development, and field data collection. The second section concentrates on the analysis of field data, and the final section is concerned with reporting the study as a formal technical report with an oral presentation. Throughout the data collection phase, students see examples of research studies and present their own work in progress for assessment. They display their field data after the first 5 weeks of the course for evaluation by other students and the teacher. The display of the data makes the student accountable to others in the class, and this accountability raises student production of quantity, quality, and organization of field data to a higher level than would otherwise be the case. (Contains 4 figures and 3 references.) (SLD)

ED 397 112 TM 025 245

Frey, Sharon L.
Formulation of an Alternative Method of Determining Levels of Comparison for the Generalized Mantel-Haenszel Using IRT Ability Estimates.
PUB DATE- 9 Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Comparative Analysis; *Constructed Response; Ethnic Groups; *Item Bias; Item Response Theory; Scores; Simulation; Test Bias; *Test Items
IDENTIFIERS- *Graded Response Model; *Mantel Haenszel Procedure; Type I Errors; Type II Errors

The Mantel-Haenszel procedure (N. Mantel and W. Haenszel, 1959) and its extension to constructed response items, the Generalized Mantel Haenszel (A. Agresti, 1990), compare performance of subgroups across different score groups to determine differential item functioning (DIF). At each level of comparison, or score group, the subgroups are considered comparable, and the expectation is that the two groups should perform equally well on the item. If there is a significant difference between the subgroups in terms of performance, the item is potentially biased in favor of one subgroup or the other. Traditionally, the levels of comparison have been determined by total raw score. In this paper, an alternative method is proposed for determining the levels of comparison based on an examinee's ability as estimated by the Graded Response Model of F. Samejima (1969). A comparison between the methods using simulated data demonstrates: (1) the high percent of agreement between them; (2) the similar patterns and magnitudes of the overall hit rates and the hit rates for adjusted items; (3) similar patterns and magnitudes for the Type I and Type II error rates; and (4) agreement between the types of items detected by item type and amount of adjustment. (Contains 6 figures, 10 tables, and 7 references.) (Author/SLD)

ED 397 113 TM 025 246

Anderson, Carolyn J.; Hsieh, Ju-Shan
Logit Multiplicative Models: Alternatives to Saturated Logit/Loglinear Models for 3-Way Tables.
PUB DATE- 3 Apr 96

are discussed in the context of the expertise model of success and a local model of heuristic knowledge associated with this specific campus. (Contains 8 figures and 16 references.) (Author/SLD)

ED 397 131   TM 025 294

Artzt, Alice F.; Armour-Thomas, Eleanor
Evaluation of Instructional Practice in the Secondary School Mathematics Classroom: A Cognitive Perspective.
SPONS. AGENCY- City Univ. of New York, N.Y.
PUB DATE- Apr 96
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Assessment; *Educational Practices; *Mathematics Instruction; Models; Secondary Education; *Secondary School Teachers; Standards; Teacher Attitudes; *Teacher Evaluation

The purpose of this exploratory study was to develop a model for evaluating teachers' instructional practices in mathematics and the cognitions associated with these practices. The sample consisted of seven beginning and seven experienced teachers of secondary school mathematics, who each taught one lesson of his or her own design. To evaluate instructional practice, a Phase-Dimension Framework for Assessing Mathematics Teaching was developed. It consisted of three dimensions (tasks, learning environment, discourse) that were adopted from the "Professional Standards for Teachers of Mathematics" of the National Council of Teachers of Mathematics (1991). To evaluate teacher thoughts, a Teacher Cognitions Framework was developed. It also considered teachers' overarching cognitions (goals, knowledge, beliefs) and their cognitions before (planning), during (monitoring and regulating), and after (evaluating and suggesting) their lesson enactments. Data were obtained through observations, lesson plans, videotapes, and audiotapes of structured interviews during the course of one semester. Data analysis suggests that teacher cognitions play a well-defined role in classroom practice. The findings provide useful insights for researchers, supervisors, and teacher educators interested in assessment techniques reflecting recommendations from current reform movements. Three appendixes contain practice ratings of highlighted lessons, a summary chart of lessons dimensions, and a summary of patterns of cognitions. (Contains 1 figure 2 tables, and 74 references.) (Author/SLD)

ED 397 132   TM 025 296

Gordon, Howard R. D.
Analysis of Productivity and Learning Style Preferences of Participants in Distance Education.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; *Distance

state welfare, minority communities, family structures, and social change: (1) "'Race' and Community Care: An Introduction" (Waqar I. U. Ahmad and Karl Atkin); (2) "'Race', Welfare and Community Care: A Historical Perspective" (Fiona Williams); (3) "Defining and Containing Diversity: Community, Ethnicity and Citizenship" (Charles Husband); (4) "Family Obligations and Social Change among Asian Communities" (Waqar I. U. Ahmad); (5) "Looking after Their Own? Family Care-giving among Asian and Afro-Caribbean Communities" (Karl Atkin and Janet Rollings); (6) "'Yes, We Mean Black Disabled People Too': Thoughts on Community Care and Disabled People from Black and Minority Ethnic Communities" (Ossie Stuart); (7) "Representations and Realities: Black People, Community Care and Mental Illness" (Charles Watters); (8) "Social Security, Community Care--and 'Race': The Marginal Dimension" (Gary Craig and Dhanwant K. Rai); and (9) "An Opportunity for Change: Voluntary Sector Provision in a Mixed Economy of Care" (Karl Atkin). Brief annotated bibliographies follow each chapter. (Contains 432 references.) (SLD)

ED 397 150   UD 031 024

Blakemore, Ken; Boneham, Margaret
Age, Race and Ethnicity: A Comparative Approach. Rethinking Ageing Series.
PUB DATE- 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; *Aging (Individuals); *Blacks; Cultural Differences; *Ethnicity; Foreign Countries; Gerontology; Health; Minority Groups; *Older Adults; Policy Formation; Public Policy; *Racial Differences; Social Support Groups
IDENTIFIERS- *Afro Caribbeans; *Asians; United Kingdom

The rapid growth in aging populations in Britain, as in other countries, has led to a dramatic academic and professional interest in gerontology. This book brings together major research studies and information about aging Asian and Afro-Caribbean people in Britain. It is an attempt to relate theory and practice on gerontology to race and ethnicity. Of particular note is the emphasis placed on diversity among these populations; the Asian and Afro-Caribbean people of the United Kingdom are not a monolithic group. The first four chapters provide an overview of the situation of these older minority community members in Britain, presenting the argument that membership in a disadvantaged minority group has detrimental health effects as well as the counter argument that membership in the minority group has its protective advantage of social support. The latter part of the book focuses on policy and practice implications, with two chapters on the personal and group experiences of Asian and Afro-Caribbean older adults. (Contains 15 tables and 206 references.) (SLD)

ED 397 151   UD 031 025

Lago, Colin; Thompson, Joyce
Race, Culture and Counselling.
PUB DATE- 96
NOTE- 192p.; Foreword by Courtland Lee. Support received from the Alec Van Berchem Trust.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

IDENTIFIERS- *Reform Efforts

Papers in this collection result from an 18-month exploration of ways to reform services for children and families in big cities, a so-called "rolling seminar" searching for ways to provide supportive and nourishing communities for city children. Contributions to this collection include: (1) "Themes and Viewpoints" (Editors); (2) "Neighborhood-Based Strategies To Address Poverty-Related Social Problems: An Historical Perspective" (Robert Halpern); (3) "Effects of Neighborhoods on Families and Children: Implications for Services" (Claudia J. Coulton); (4) "Practitioners' Perspectives on Family and Child Services" (Peg Hess, Brenda G. McGowan, and Carol H. Meyer); (5) "Two Community Development Initiatives: New Community Corporation and the Urban Strategies Council" (William J. Linder and the Urban Strategies Council); (6) "The Community Base for New Service Delivery Strategies" (Harold A. Richman, Prudence Brown, and Sudhir Venkatesh); (7) "The Path of Most Resistance: Lessons Learned from New Futures" (Douglas Nelson); (8) "Getting beyond the Micro Gee Whiz: Can Innovative Service Change the Service System?" (William A. Morrill); (9) "Child Welfare Reform, Managed Care, and Community Reinvestment" (Fred H. Wulczyn); (10) "Urban Community Initiatives and Shifting Federal Policy: The Case of Empowerment Zones" (Ester Fuchs and J. Philip Thompson); (11) "On the Term Community: An Informal Contribution" (Anne C. Kubisch); (12) "Big-City Kids and Their Families: Integration of Research and Practice" (Jeanne Brooks-Gunn); and (13) "Concluding Notes." References follow each chapter. (Contains four figures and seven tables.) (SLD)

ED 397 171 UD 031 049

Young-Bruehl, Elisabeth
The Anatomy of Prejudices.
PUB DATE- 96
NOTE- 637p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Anti Semitism; Classification; *Cultural Differences; Definitions; Ethnic Bias; *Ethnocentrism; Etiology; Group Membership; *Homophobia; Ideology; *Racial Bias; *Sex Bias; Social Science Research; Socioeconomic Status

Since the 1950s the assumption that prejudice or ethnocentrism is a single entity with many causes has governed social scientific work on prejudice. The way society talks about prejudices has become an obstacle to real understanding. This book offers an alternative theory that is a claim that different prejudices are characteristic of different psychic or character types and that different social conditions promote different character types and their corresponding prejudices. An historical approach is adopted to reveal in detail the theoretical problems and to establish a typology of prejudices. The first part of the book sets out the critical-theoretical agenda and treats work done in the social sciences. The second part of the book defines the typology. In general, there are prejudices that help protect a group's identity, such as ethnocentrism, and those that project a group identity, called ideologies of desire. There are other prejudices such as socioeconomic phenomena, attitudes toward governments, products of historical periods, social mechanisms of defense, sexual fantasy structures, and puberty rites. Particular attention is paid to four types: (1) antisemitism; (2) white racism; (3) sexism; and (4) homophobia. (Contains 483 references.) (SLD)

DESCRIPTORS- American Indians; Asian Americans; Blacks; *Classification; Elementary Secondary Education; Ethnic Groups; *Ethnicity; Hispanic Americans; *Information Dissemination; *Public Schools; Racial Composition; *Racial Differences; *Student Characteristics; Surveys; Whites
IDENTIFIERS- Fast Response Survey System

A survey was conducted to determine by what methods schools classify students' race and ethnicity, the categories they use, and how they report the information to the federal government. The survey was conducted through the Fast Response Survey System, a system designed for small amounts of data and rapid surveys. Brief questionnaires were sent to a nationally representative sample of public elementary and secondary schools. Responses were received from 926 school personnel. About half of the sampled schools collected data on student race and ethnicity only at initial registration. One-quarter of schools collected such information on an annual basis. Forty-one percent of schools reported that there are students in their schools for whom the standard five federal categories (American Indian or Alaskan Native, Asian or Pacific Islander, Black, Hispanic, and White) were not adequate, but more schools (73%) used only these categories. Only 5% of schools used a general "multiracial" category. Schools typically ask parents or guardians to identify the student's classification. Appendix A discusses survey methodology and data. Appendix B contains tables of standard errors, and Appendix C is the survey form. (Contains three figures, six tables, and seven appendix tables.) (SLD)

ED 397 192 UD 031 071

Burnett, Gary
Enrollment Growth and Overcrowding in New York City Schools.
PUB DATE- May 96
NOTE- 6p.; Brief based on "Bursting at the Seams: Report of the Citizens' Commission on Planning for Enrollment Growth" by Ricardo R. Fernandez and P. Michael Timpane; "A School System at Risk: A Study of the Consequences of Overcrowding in New York City Public Schools" by Francisco L. Rivera-Batiz and Lillian Marti-Vasquez; and "Overcrowding in Urban Schools" (ERIC Digest) by Gary Burnett.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; *Crowding; Educational Facilities; Elementary Secondary Education; *Enrollment; Enrollment Trends; Research Needs; *School Size; Special Education; *Students; Teachers; Time Factors (Learning); Trend Analysis; *Urban Schools
IDENTIFIERS- *New York City Board of Education

As part of its work for the Citizens' Commission on Planning for Enrollment Growth, the Institute for Urban and Minority Education (IUME) conducted research to assess the impact of overcrowding on the students of New York City schools. All five of the City's boroughs have experienced recent enrollment growth that has been closely linked to changing demographics, including a significant increase in the immigrant population. Increases in enrollment have been compounded by a dramatic increase in the number of students enrolled in special education. These trends show no signs of changing, and it is likely that by the 2002-03 school year the City will have to accommodate one and a quarter million students. More carefully controlled research is necessary to identify the complex

MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; Black Studies; *Cultural Awareness; Elementary Education; *Elementary School Students; High Risk Students; Inner City; *Males; Self Esteem; Single Sex Schools; Student Attitudes; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans; Afrocentrism; *Immersion Instructional Model; *Milwaukee Public Schools WI

One new approach to the needs of at-risk African American male students that is being implemented in several urban school districts throughout the nation is the immersion school approach. This is the establishment of schools that provide a curriculum and related experiences for African American male students that are distinct from the curriculum and experiences provided for other students. This paper examines the Milwaukee (Wisconsin) Public Schools African American Immersion Academy, a program specifically designed to increase the academic performance and overall success of African American male students. There are seven programs designed by the immersion school to address the concerns of this population. Responses of participants on measures of intellectual achievement responsibility, attitudes toward school, and self-esteem were compared using a nonrandomized pretest-posttest control group design with 90 students from the immersion program and 63 students from a traditional school. There was little evidence from student responses to indicate that students in grades 3, 4, and 5 in the immersion school differed significantly from their counterparts in the traditional school, although students in grade 5 did demonstrate some change in the desired direction in terms of responsibility for their own achievement. The study did generate baseline data that can be used in future investigations, although no conclusions are appropriate at this time. (Contains 1 table and 67 references.) (Author/SLD)

ED 397 213 UD 031 095

Roderick, Melissa
Grade Retention and School Dropout: Policy Debate and Research Questions.
PUB DATE- Dec 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Failure; Age Differences; Dropout Research; *Dropouts; Educational History; Educational Policy; Educational Trends; Elementary Secondary Education; *Grade Repetition; *High Risk Students; Potential Dropouts; Self Esteem; Teacher Attitudes; *Teacher Expectations of Students

Educational policy trends have contributed to rising rates of student grade retention over the past two decades. This research bulletin looks at the evidence about whether and how grade retention may influence the chances that a student would drop out of school. In 1992, evidence indicates that about 20% of 14-year-olds may have experienced a grade retention between first and eighth grades. Retention rates and the proportion of students who are overage for grade vary significantly by race and gender. There is indeed a strong association between retention and dropping out, and the literature on grade

linked to a willingness to make aspects of the study problematic and an openness to a changed perspective. Also important in effective self-study is collaboration with others and outcomes that promote dialogue. Finally, the personal development of the individual is an important outcome of self study as beliefs and then practices actively change. With quality self-study research, this methodology will be increasingly accepted as a valid form of research. (Contains five references.) (ND)

Intellectual Work.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Critical Theory; Educational Philosophy; Elementary School Teachers; Elementary Secondary Education; Group Discussion; *Group Dynamics; Group Experience; Higher Education; *Individualism; Inservice Teacher Education; Participant Observation; *Personal Autonomy; Secondary School Teachers; Social Change; *Social Cognition; Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- Habermas (Jurgen); Social Construction of Reality; *Social Constructivism; Vygotsky (Lev S)

The study described here studied perspectives of mid-career teachers from minority and Anglo backgrounds on collaborative intellectual work and examined the ideologies underlying these perspectives. Analysis focused on the teachers' dialogical interaction in a small group (4 teachers) and a large group (28 teachers) in relation to immediate and broader societal contexts and program characteristics. Transcriptions of the teachers' dialogues, dialogue journals, interviews, and final presentations constituted the corpus of discourse. Five perspectives on peer-group-work were identified as the basis for collaborative intellectual work: (1) pragmatic goal-oriented; (2) socio-psychological support; (3) responsive; (4) interpretive community; and (5) vehicle for social change. The group perspective was found to be supportive and responsive, although pervaded by an individualistic and instrumental way of thinking about the individual-group relationship. In this view, knowing, learning, and professional development are essentially individualized processes--"cognitive individualism." Cognitive individualism, held to be the fundamental premise of a capitalist society, represents a culturally endorsed mode of thought and action. The results of this study have implications for education in general and teacher education in particular, especially with regard to team or group approaches to teaching and learning. (Contains 37 references.) (CK)

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Calculus; *College Students; *Grades (Scholastic); Higher Education; *Mathematics Achievement; *Prediction; Predictive Validity; Scores; *Sex Differences; Test Results
IDENTIFIERS- *Scholastic Aptitude Test

H. Wainer and L. Steinberg (1992) showed that within broad categories of first-year college mathematics courses (e.g., calculus), men had substantially higher average scores on the mathematics section of the Scholastic Aptitude Test (SAT-M) than women who earned the same letter grade. However, Wainer and Steinberg's analysis may lead to unwarranted conclusions in that they: (1) focused primarily on differences in SAT-M scores given course grades when the more important question for admissions officers is the difference in course grades given scores on the predictor; (2) failed to account for differences among calculus courses; and (3) focused on the use of the SAT-M as an isolated indicator. Reanalysis, taking distinctions among courses into consideration, suggests that Wainer and Steinberg's estimates were too large by about 10 points in calculus courses, although estimates for precalculus courses are confirmed. The reanalysis, which concentrated on 43 colleges, indicated that a more appropriate composite indicator made up of both SAT-M and high school grade point average demonstrated minuscule gender differences for both calculus and precalculus courses. (Contains 10 tables and 9 references.) (Author/SLD)

Evaluation; Resource Allocation; Sciences; *Shared Resources and Services; Trend Analysis
IDENTIFIERS- *Department of Education; Educational Indicators; *National Science Foundation; Reform Efforts

Both the Department of Education (ED) and the National Science Foundation (NSF) support a wide variety of studies of systemic and other educational reform in science, mathematics, and technology. Many of the studies have common or complementary purposes. To provide more comprehensive knowledge as a basis for decision making and to manage resources more efficiently, it is imperative that evaluation efforts be coordinated. The kinds of evaluations that will benefit most from collaboration between NSF and ED include major program evaluations that may affect federal policy or guidance to the field; curriculum assessments; and assessments of trends in educational reform in mathematics, science, and technology. Collaboration also should focus on research that adds to the growing knowledge base on systemic educational reform in mathematics, science, and technology. Both NSF and ED are designing indicator systems to track the effectiveness of educational reform efforts. Whenever possible, indicators should be the same. The use of common data collection elements and performance indicators will produce a more comprehensive knowledge base and reduce reporting burdens. Both agencies agree to discuss their evaluation plans and share information, addressing collaboration explicitly, and keeping each other informed. Synthesizing knowledge, collaborating on projects, and delivering a consistent message of commitment to collaboration will ensure that cooperative efforts are fruitful. The pamphlet lists the five members of the ED-NSF Memorandum of Understanding Working Group and the six members of the Task Group on Collaboration on Evaluation. (SLD)

NOTE- 25p.; Sections of this paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interaction; *Mathematical Models; *Predictor Variables; Scaling; *Statistical Analysis
IDENTIFIERS- *Logit Multiplicative Models; Log Multiplicative Models

When the highest-way association is present in a 3-way cross-classification of frequencies, standard logit and loglinear models have an many parameters as there are cells in the table; that is, the models are "saturated." Extensions of logit and loglinear models are described here that provide more parsimonious alternatives to saturated models. The new models, logit multiplicative models, and their equivalent log multiplicative models, are introduced here for the case where there is one dichotomous response or criterion variable and two (polytomous) explanatory or predictor variables. In logit multiplicative models, the interaction between the explanatory variables is represented by the product of scale values for the categories of the explanatory variables and a measure of the strength of the association. Plots of the scale values provide graphical representations and descriptions of the interaction. The new models are illustrated by modeling a 3-way interaction between whether an elementary school student attends an extracurricular tutoring program, the highest educational level attained by the student's father, and the student's grade level. (Contains 1 figure, 3 tables, and 33 references.) (Author)

Education; Higher Education; Learning; Models; *Productivity;
*Test Reliability
IDENTIFIERS- Productivity Environmental Preference Survey

The purpose of this study was to profile the preferred productivity and learning style preferences of participants enrolled in distance education courses at Marshall University (West Virginia) (Spring of 1995). The accessible population of this study consisted of 167 distance education participants in nursing, education, and paralegal programs. A stratified random sample of 117 was drawn to provide study data. The data collection instrument was the Productivity Environmental Preference Survey (PEPS). The 100 items of the PEPS yield scores in 20 areas. The average internal consistency reliability for the 20 areas was 7.1. One-way analyses of variance were used to compare the group means of the 3 program areas on each of the 20 PEPS areas. Findings suggest that environmental, sociological, and perceptual preferences are essential for maximizing productivity. Individuals responsible for designing learning and working environments for distance education learners need to design a paradigm that is flexible to meet individual preferences for optimum learning and productivity. (Contains 3 tables and 22 references.)
(Author/SLD)

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counseling; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; *Culture; Experience; Foreign Countries; Helping Relationship; Intervention; Minority Groups; *Power Structure; *Psychotherapy; Therapeutic Environment; Training
IDENTIFIERS- United Kingdom

Some of the major dimensions and subtleties underlying issues of race and culture and the impact these can have on counseling and psychotherapy relationships are explored. The context is British, but many of the issues and concerns are applicable to therapists in other societies. Chapter 1 describes the climate in which the discussion is set, a climate where counseling and psychotherapy are established as healing systems. Issues of race and power are analyzed. The cultural backgrounds of the counselor and the client have important implications for the understanding they develop. Sensitivity, fostered by the counselor's training and theoretical background, is essential in order that the minority person finds in counseling the opportunity to express thoughts and acknowledge experiences. A conceptual model is presented to help the counselor understand a variety of culturally appropriate helping interventions. The text also offers transcripts from transcultural counseling sessions that may be used for training and discussion purposes. Very real challenges face the counselor in today's multiracial and multicultural world, and it is essential that counseling not become another oppressive or damaging instrument of society. (Contains 2 tables, 22 figures, and 227 references.) (SLD)

ED 397 172 UD 031 050

Fase, Willem, Ed.; And Others
The State of Minority Languages. International Perspectives on
Survival and Decline. European Studies on Multilingualism.
Volume 5.
PUB DATE- 95
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; *Cultural Maintenance; Cultural Pluralism; Educational Policy; Ethnic Groups; *Language Maintenance; *Language Minorities; Language Planning; Language Usage; *Minority Groups; *Native Speakers; Nonstandard Dialects; Political Influences; Public Policy; Second Languages; Urbanization

In many respects, the state of minority language reflects the dynamics of the society at large. At this time, many minority languages are threatened by modernization and urbanization, although others find support in new regional autonomy and movements toward cultural preservation. The 17 chapters of this collection describe the status of a number of minority languages. The topical variation on the state of minority languages is well illustrated in the first section of the book, in which three articles focus on national policies, educational issues, and communication styles or attitudes. The second section presents four studies reflecting the long-time academic concerns with multilingualism and the language proficiency of bilingual speakers in Europe. Two articles then report on the state of Native American minority languages in the United States and Mexico, and one considers the relevance of language planning in national policy. These discussions are followed by large-scale surveys and in-depth studies that analyze the status of minority languages in particular nations and demonstrate research approaches. A final section reflects on the future of minority languages in a changing world. References follow each chapter. (Contains 24 figures, 69 tables, and 4 schemas.) (SLD)

effects of overcrowding, but most sophisticated studies find a negative connection between increased class size and student achievement. The IUME used school board profile data, site visits to four overcrowded schools, and interviews with 599 students and 213 teachers to identify the negative effects of extreme overcrowding. A total of 62.6 percent of all students felt that their schools were overcrowded, and almost 50 percent felt that their classrooms were too crowded. The three most important concerns of teachers were student overcrowding; the need for adequate classroom space; and staff stress management related to overcrowding. Strategies for relieving overcrowding generally focus on finding new space or using time to use existing space more fully. Suggestions include leasing space, collaboratives, relocating administrative space, and district-wide redistribution of space. Regardless of the approach taken, students are entitled to adequate space for learning, as a student "Bill of Rights" should outline. (SLD)

ED 397 193   UD 031 072

Public School Student, Staff, and Graduate Counts by State, School Year 1994-95. Statistics in Brief.
PUB DATE- May 96
NOTE- 12p.; For the 1993-94 report, see ED 386 498.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; Enrollment Trends; High School Equivalency Programs; *High School Graduates; *Public Schools; *Public School Teachers; *School Personnel; School Statistics; Teacher Student Ratio
IDENTIFIERS- State Nonfiscal Survey of Public Elem Sec Educ

Information about public school enrollment and the numbers of staff members employed is reported in "State Nonfiscal Survey of Public Elementary and Secondary Education, School Year 1994-95" from which this brief summary is derived. In the school year 1994-95 there were 44.1 million students in public elementary and secondary schools in the 50 states and the District of Columbia. Of these students, 24.7 million were in prekindergarten through grade 6, an additional 18.7 million were in grades 7 through 12, and 0.7 million were in ungraded education. California had the greatest number of students; Vermont, the fewest. About 2.6 million teachers provided instruction, with about 1,419,000 teaching in elementary school and 912,000 identified as secondary school teachers. The ratio for total students to total teachers for the nation was 17.3 students per teacher. In addition, the schools were served by teacher's aides, instructional coordinators, supervisors, administrators, counselors, librarians, and other support staff. Some 2,217,000 students received regular diplomas in 1993-94, and another 206,000 students received alternative certifications or high school equivalency certificates. (Contains one figure and four tables.) (SLD)

ED 397 194   UD 031 073

Jones, Toni Griego; Marti, Lillian
Parents as Collaborators in Urban School Reform.
PUB DATE- 7 Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

retention suggests three important aspects of the retention experience that combine to place students at risk of school failure and early school leaving. As a remediation strategy, retention does not appear to improve school performance. In addition, it is a strong message that the teacher and school do not consider the student capable; and it may increase the chances of leaving school because it makes a student overage for grade during adolescence and may increase frustration and disengagement. In many cases, however, teachers are not in accord with these research findings, largely because they cannot follow their students over time. Policy makers will have to address teacher attitudes and the continuing use of test scores for student retention decisions if they wish to change this educational trend. (Contains one figure and two tables.) (SLD)

ED 397 214 UD 031 096

Singh, Basil R., Ed.
Improving Gender and Ethnic Relations. Strategies for Schools and Further Education. Cassell Education Series.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Cooperative Learning; *Cultural Awareness; Data Collection; Dramatic Play; Elementary Secondary Education; Ethnic Groups; *Ethnic Relations; *Interpersonal Relationship; Qualitative Research; Sciences; *Sex Differences; *Social Bias; *Teaching Methods; Tutoring

The development of educational and social relationships among students of different ethnic groups and social backgrounds is examined in these explorations of the reduction of prejudice among school children. Qualitative methods are used, and emphasis is placed on the role of collaborative learning and on the strategies and techniques teachers can use to collect data on student interrelationships. Following an introduction, "Improving Social Relationships through Teaching Methods" by Basil R. Singh, the following papers are included: (1) "Can Monolingual Teachers Teach Language Awareness Successfully to the Benefit of All Children?" (Wendy F. Reeds); (2) "Personal and Social Education: A Vehicle for Prejudice Reduction" (Lynn Powell); (3) "Experiencing Temporary Disadvantage through Drama as a Means of Prejudice Reduction" (Carol Bianchi-Cooke); (4) "Using Curriculum Material and Teaching Methods To Reduce Prejudice and Maintain Academic Standards in an A Level Human Geography Course" (Anna Schlesinger); (5) "The Effects of Cross-ethnic Tutoring on Interracial Relationships and Academic Achievements" (Cecilia J. Datta); (6) "An Investigation into Prejudice Reduction among the Young People in Youth Clubs" (Peter Davies and Neil Hufton); and (7) "Women in Science: Access, Experience and Progression" (Viv Shelley and Pat Whaley). References follow each chapter. (Contains 14 figures and 26 tables.) (SLD)

ED 397 215 UD 031 097

Bibliography of Race Equity/Multicultural Library Materials. 1996 Spring/Summer Edition.
PUB DATE- 96
NOTE- 151p.
LANGUAGE- English

Abalos, David T.

Strategies of Transformation toward a Multicultural Society: Fulfilling the Story of Democracy. Praeger Series in Transformational Politics and Political Science.
205p. 0mf. L3 ED 397 185

Abbasi, M. Hashim

The Role of Educational Technology in Upgrading Teacher Education in Pakistan.
7p. 1mf. L1 ED 396 719

Abbott, David E.

Conflicts in School Restructuring: A Case Study of Timberline High School.
20p. 1mf. L1 ED 396 412

Abelmann, Charles H.

Distractions from Teaching and Learning: Lessons from Kentucky's Use of Rewards.
38p. 1mf. L1 ED 396 454

Achilles, Charles M.

Let's Make a Deal: Collaborating on a Full-Service School with Your Community. Roadmaps to Success: The Practicing Administrator's Leadership Series.
67p. 1mf. L2 ED 396 401

Acker-Hocevar, Michele

Managing Change to a Quality Philosophy: A Partnership Perspective.
28p. 1mf. L1 ED 396 416

Ackerman, Richard

Real Talk: Toward Further Understanding of Case Story in Teaching Educational Administration.
19p. 1mf. L1 ED 396 644

Acosta, Annie

Hispanic/Latino Natural Support Systems. CSAP Implementation Guide.
46p. 1mf. L1 ED 397 182

Adams, Cynthia D.

Creating Caring Communities: What It Takes To Make Real Change in Real Schools.
19p. 1mf. L1 ED 396 415

Advincula-Carpenter, Marietta M.

Development of an Internationalized Dietetic Technician Program for the Milwaukee Area Technical College with a Plan for Implementation and Evaluation.
282p. 3mf. L1 ED 396 121

Buchwald, Claire

The Balancing Act of Team Curriculum Creation.
14p. 1mf. L1 ED 396 444

Buffington, Peggy

A Hypermedia Approach for Developing Research and Reporting Skills.
8p. 1mf. L1 ED 396 689

Buie, Wendy

Community College Successful Intervention Programs: ATOMS, RSI and Vocational Gender Equity.
8p. 1mf. L1 ED 396 947

Bulach, Clete

A Study of the Effectiveness of an In-School Suspension.
31p. 1mf. L1 ED 396 372

Burden, Mitzi K.

Using a Computer-based Messaging System at a High School To Increase School/Home Communication.
121p. 2mf. L1 ED 396 702

Burke, Ken

Applied Visual Research in the Classroom.
39p. 1mf. L1 ED 396 357

A Case Study of Curistic Rhetoric in Social Movements: Do Wild Men Care Enough?
28p. 1mf. L1 ED 396 356

Gaps and Serpents; Windows, Borders, and Mirrors: Merging of Analytical Tools from Mass and Interpersonal Communication.
30p. 1mf. L1 ED 396 358

Burnaford, Gail E., Ed.

Images of Schoolteachers in Twentieth-Century America: Paragons, Polarities, Complexities.
299p. 0mf. L3 ED 396 999

Burnett, Gary

Enrollment Growth and Overcrowding in New York City Schools.
6p. 1mf. L1 ED 397 192

Burton, Anne Marie

Reading with a Technology Twist.
12p. 1mf. L1 ED 396 267

Butler, John T., Comp.

Minnesota Off-Campus Library Services Directory. 1995-96.
123p. 2mf. L1 ED 396 756

Butler, Judy D.

Edwards, Sigrid

Profiling Computing Coordinators. 13p. 1mf. L1 ED 396 725

Edzards, Eric

School Psychological Services: Preservice Teachers' Level of Knowledge and Perceptions. 31p. 1mf. L1 ED 396 213

Ehret, Betty

Science & Cooperative Learning. 120p. 2mf. L2 ED 396 941

Elhav, Moshe

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(090) Legal/Legislative/Regulatory Materials (Continued)

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80p. L1 ED 396 898

(100) AudioVisual Non-Print Materials

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158p. L3 ED 396 920

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(102) Machine-Readable Data Files

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Staff Data Handbook, 1995: Elementary/Secondary and Early Childhood Education. On Disk. CD-ROM.
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A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.	76p.	L1	ED 396 495
A Comparison of Two Methods of Teaching Library Information Skills to Fourth Graders.	79p.	L1	ED 396 747
A Cross-Cultural Comparison of Requestive Speech Act Realization Patterns in Persian and American English.	21p.	L1	ED 396 552
Developing Classroom-based Data for Technology Decisions:			

Native Education in Alberta: Alberta Native People's Views on Native Education.	31p.	L1	ED 396 873
Pragmatics and Language Learning, Volume 4.	240p.	L1	ED 396 547
Proceedings of the Conference on Inclusion Guidelines and Accommodations for Limited English Proficient Students in the National Assessment of Educational Progress (Washington, D.C., December 5-6, 1994).	50p.	L1	ED 396 591
Recreating the Revolution. Proceedings of the Annual National Educational Computing Conference (15th, Boston, Massachusetts, June 13-15, 1994).	395p.	L1	ED 396 665
School Exchanges: A Tool for Mutual Understanding in a Multicultural Society. Report of the Conference.	50p.	L2	ED 396 421
Science Education: From Theory to Practice.	482p.	L1	ED 396 927
Selected Papers Presented at the Annual Convention of the American Journalism Historians Association (Tulsa, Oklahoma, September 28-30, 1995). Part I.	371p.	L1	ED 396 326
Selected Papers Presented at the Annual Convention of the American Journalism Historians Association (Tulsa, Oklahoma, September 28-30, 1995). Part II.	353p.	L1	ED 396 327
Symposium on Education (4th, Dallas, Texas, January 15-20, 1995).	257p.	L1	ED 396 963
Systemic Engineering Education Reform: An Action Agenda. Recommendations of a Workshop Convened by the NSF Engineering Directorate.	24p.	L1	ED 396 967

(022) Collected Works - Serials

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Access to Accreditation.	19p.	L1	ED 396 102
Adolescent Health: A Generation at Risk.	16p.	L1	ED 397 142
Back to the Future.	9p.	L1	ED 396 103

Fiscal Operations Report for 1994-95 and Application To Participate for 1996-97 (FISAP) in the Federal Perkins Loan, Federal Supplemental Education Opportunity Grant (FSEOG), and Federal Work-Study (FWS) Programs. Instructions Booklet.	36p.	L1	ED 396 655
5 Steps to Your Next Job. Pocket Job Series No. 1.	70p.	L1	ED 396 078
Framework for Change: A Continuum for School Restructuring.	37p.	L1	ED 396 378
FY 1993 Cohort Default Rate Data. Pre-Publication Review Booklet.	39p.	L1	ED 396 656
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Games for Learning: Ten Minutes a Day To Help Your Child Do Well in School from Kindergarten to Third Grade.	268p.	L3	ED 396 276
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Giving Hope and Support to America's Children: Handbook on Child Support Enforcement.	55p.	L1	ED 396 831
Guide To Developing Equitable Performance Assessments.	85p.	L1	ED 397 125
A Guide to Enrollment Growth Management in the California Community Colleges: A "How To Do It" Guide.	56p.	L1	ED 396 772
Guide to Instructional Videoconferencing.	19p.	L1	ED 396 716
A Guide to the Planning of Educational Facilities. Third Edition.	110p.	L3	ED 396 417
A Guide to Workshops on Challenging Racism.	153p.	L1	ED 396 128
A Handbook for Volunteer Coordinators in Head Start.	117p.	L1	ED 396 828
Head Start Home Visitor Handbook.	198p.	L1	ED 396 829
Helping Kids Deal with Conflict. An Everyday Resource for All Teachers and Parents.	157p.	L2	ED 396 196

	16p.	L1	ED 396 459
Notice of Nondiscrimination.	15p.	L1	ED 396 456
Oversight on the Montgomery GI Bill (Chapter 30). Hearing before the Subcommittee on Education, Training, Employment and Housing of the Committee on Veterans' Affairs. House of Representatives, One Hundred Fourth Congress, Second Session.	119p.	L1	ED 396 174
Principles for Collaboration on Evaluation. An Agreement between the National Science Foundation and the U.S. Department of Education.	5p.	L1	ED 397 093
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Standards and Regulations for Public Schools in Virginia.	35p.	L1	ED 396 398
State Policy on Associate Degree Programs Offered at Public Institutions.	8p.	L1	ED 396 794
States and Tribes: Building New Traditions. A Broad Examination of the Condition of State-Tribal Relations and Opportunities for Mutually Beneficial Cooperation as the 21st Century Approaches, from a State Legislative Policy Perspective.	102p.	L2	ED 396 876
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Testimony of Secretary Richard W. Riley on the Fiscal Year 1996 Budget for the Department of Education before the Senate Subcommittee on Appropriations for Labor, Health & Human Services, and Education and Related Agencies.	7p.	L1	ED 396 431
Title IX and Sex Discrimination.	11p.	L1	ED 396 458
Title IX Grievance Procedures: An Introductory Manual. 2nd Edition.	94p.	L1	ED 396 455

131p. L1 ED 396 635

Federal Forecasters Directory, 1995.
30p. L1 ED 397 104

Index to NCES Issue Briefs. Cumulative through June 1996.
7p. L1 ED 396 462

Marine Science Careers. A Sea Grant Guide to Ocean Opportunities.
45p. L2 ED 396 106

Minnesota Off-Campus Library Services Directory. 1995-96.
123p. L1 ED 396 756

Missouri Directory of Approved Professional Education Programs. September 1995. Two-Year and Four-Year Colleges and Universities.
76p. L2 ED 397 040

National Storytelling Directory and Guidebook, 1996.
161p. L3 ED 396 321

Nationally Recognized Accrediting Agencies and Associations. Criteria and Procedures for Listing by the U.S. Secretary of Education and Current List.
28p. L1 ED 396 631

Ohio School-to-Work Partnership Resource Directory.
62p. L1 ED 396 126

Trade Secrets: A Directory. Ohio Employers Share Their Experiences with Basic Skills Training Programs.
153p. L1 ED 396 092

Yup'ik Eskimo Word Chooser.
29p. L2 ED 396 522

(133) Reference Materials - Geographic Materials

The World Bank Atlas, 1995. 27th Edition.
79p. L2 ED 396 983

(134) Reference Materials - Vocabularies/Classifications

A Dictionary of Phonetics and Phonology.
437p. L3 ED 396 525

Ohio School-to-Work Glossary.
23p. L1 ED 396 125

St. Lawrence Island Junior Dictionary.
185p. L2 ED 396 528

(140) Reports - General

Annual Report to Congress, First Year 1990.
45p. L1 ED 396 451

An Analysis of Variables That Impact Treatment Outcomes of Chemically Dependent Deaf and Hard of Hearing Individuals.	36p.	L1	ED 396 194
The Anatomy of Prejudices.	637p.	L3	ED 397 171
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Approaches to Classroom-Based Computational Science.	10p.	L1	ED 396 683
Approaches to Research in a Digital Environment--Who Are the New Researchers?	8p.	L1	ED 396 739
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Assessing L2 Sociolinguistic Competence: In Search of Support from Pragmatic Theories.	18p.	L1	ED 396 556
Assessing the Dimensionality of Item Response Matrices Using a Goodness-of-Fit Index Based on Noncentrality.	38p.	L1	ED 397 100
Assessing the Dimensionality of Item Response Matrices with Small Sample Sizes and Short Test Lengths.	33p.	L1	ED 397 099
Assessing the Impact of Educational Technology.	12p.	L1	ED 397 068
Availability of Student Data To Support National Goals Panel Accountability.	56p.	L1	ED 397 124
Baseline Survey of Testbed-Participating Schools. National School Network Testbed--Phase 2. Wave One--Schools Included as of April, 1995.	33p.	L1	ED 397 089
Beyond "Effective Schools Research": Cultivating a Caring Community in an Urban School.	39p.	L1	ED 397 211

	55p.	L1	ED 396 099
Closing Kiswahili Conversations: The Performance of Native and Non-native Speakers.	24p.	L1	ED 396 553
Cognitive Analysis of U.S. and Chinese Students' Mathematical Performance on Tasks Involving Computation, Simple Problem Solving, and Complex Problem Solving.	160p.	L2	ED 396 958
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Community College Financial Report. Revised.	78p.	L1	ED 396 775
A Comparison of Job Satisfaction and Economic Benefits of Four Different Employment Models for Persons with Disabilities.	76p.	L1	ED 396 495
A Comparison of Science Laboratory Classrooms in Asia, Australia, South Pacific and USA. An International Study.	11p.	L1	ED 396 918
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Creating a Caring School Environment: An Administrator's Story.	41p.	L1	ED 396 413
Creating and Sustaining Learning Communities in the Digital Era.	368p.	L1	ED 396 188
Crocodile Dundee Meets His Match in Urdu: Brixton Primary School Children Shape a Multilingual Culture.	10p.	L1	ED 396 572

Resistance to Change in Educational/Organisations.	17p.	L1	ED 396 395
Rethinking Adolescent Risk-Taking Behavior and the Peer Leader Dynamic.	28p.	L1	ED 396 216
Reversing Reading Failure in Adolescents with Behavioral Disorders.	12p.	L2	ED 396 247
The Rural School Environment and Its Effect on Adolescent Alienation.	29p.	L1	ED 396 886
Rural School Reform: Creating a Community of Learners.	10p.	L1	ED 396 885
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Indigenous Mexican Culture's Influence upon the Reading Preferences of Chicana and Chicano Middle-School Students.	8p.	L1	ED 396 564
Inexpensive E-mail Systems for LANs and Dial-up.	6p.	L1	ED 396 694
Influences on Beginning Teachers' Literacy-Related Instructional Beliefs: A Longitudinal Case-Study Comparison of Five Non-Traditional Math and Science Teachers.	7p.	L1	ED 397 030
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Assisting the Implementation of Oswego's Vision for the Use of Technology. District-Wide Summary Report.	63p.	L1	ED 396 710
Documentation and the Law: For Professionals Concerned with ADD/LD and Those They Serve.	180p.	L3	ED 396 499
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Gap Analysis. Student Satisfaction Survey, Spring 1995.	64p.	L1	ED 396 807
Head Start Home Visitor Handbook.	198p.	L1	ED 396 829
Increasing the Effectiveness of De-escalation of Aggressive Behaviors in the Young Child.	109p.	L1	ED 396 211
Leader Authenticity: Key to Organizational Climate, Health, and Perceived Leader Effectiveness.	27p.	L1	ED 396 373
Minnesota Off-Campus Library Services Directory. 1995-96.	123p.	L1	ED 396 756
A Multi-Purpose Senior Exit Interview To Assess Program Effectivenss.	21p.	L1	ED 396 340
New Mexico State University at Grants College Institutional Research Projects Completed 1993-1996 as Part of the Institutional Self-Study in Preparation for North Central Association Accreditation Visit of 1997-1998.	79p.	L1	ED 396 789
Observation in Science Classes: Students' Beliefs about Its Nature and Purpose.	27p.	L1	ED 396 909
Partnering in the Information Industry. 1995 NFAIS Report Series: New Technologies and New Relationships, Number 2.	115p.	L3	ED 396 769
Peer Tutor Handbook. A Curriculum for High School Students Serving as Peer Tutors to Students with Special Needs.	142p.	L1	ED 396 464

AA - ERIC Processing and Reference Facility

AA001274	ED396064

CE - Adult, Career, and Vocational Education

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PS - Elementary and Early Childhood Education (continue)

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RC - Rural Education and Small Schools

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SE - Science, Mathematics, ans Environmental Education

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SO - Social Studies/Social Science Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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SP - Teaching and Teaching Education

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CS012491	ED396250
CS012492	ED396251
CS012493	ED396252
CS012494	ED396253
CS012495	ED396254
CS012496	ED396255
CS012497	ED396256
CS012498	ED396257
CS012499	ED396258
CS012500	ED396259
CS012502	ED396260
CS012504	ED396261
CS012505	ED396262//
CS012508	ED396263
CS012509	ED396264//
CS012510	ED396265
CS012511	ED396266
CS012512	ED396267
CS012513	ED396268
CS012514	ED396269
CS012515	ED396270
CS012516	ED396271
CS012517	ED396272
CS012519	ED396273
CS012521	ED396274
CS012522	ED396275
CS012523	ED396276//
CS012525	ED396277
CS012526	ED396278//
CS012527	ED396279//
CS012528	ED396280//
CS012529	ED396281//
CS012530	ED396282//
CS012531	ED396283//
CS215248	ED396284
CS215250	ED396285//
CS215258	ED396286
CS215263	ED396287//
CS215264	ED396288//
CS215267	ED396289
CS215268	ED396290
CS215283	ED396291
CS215287	ED396292//
CS215288	ED396293//
CS215292	ED396294
CS215293	ED396295//
CS215302	ED396296
CS215326	ED396297
CS215327	ED396298
CS215328	ED396299
CS215333	ED396300
CS215334	ED396301
CS215337	ED396302
CS215341	ED396303
CS215342	ED396304
CS215346	ED396305
CS215347	ED396306
CS215349	ED396307

SP036751	ED397033
SP036752	ED397034
SP036753	ED397035
SP036754	ED397036
SP036756	ED397037
SP036758	ED397038
SP036759	ED397039
SP036765	ED397040
SP036766	ED397041
SP036767	ED397042
SP036770	ED397043
SP036783	ED397044
SP036784	ED397045
SP036785	ED397046
SP036786	ED397047
SP036788	ED397048
SP036789	ED397049
SP036791	ED397050//
SP036817	ED397051
SP036818	ED397052
SP036819	ED397053
SP036820	ED397054
SP036821	ED397055
SP036822	ED397056
SP036824	ED397057
SP036825	ED397058
SP036826	ED397059//
SP036856	ED397060

TM - Assessment and Evaluation

TM022372	ED397061
TM023832	ED397062//
TM024065	ED397063//
TM024066	ED397064//
TM024067	ED397065//
TM024068	ED397066//
TM024412	ED397067
TM024438	ED397068
TM024742	ED397069
TM024776	ED397070
TM024962	ED397071
TM025065	ED397072
TM025068	ED397073
TM025069	ED397074
TM025070	ED397075
TM025071	ED397076
TM025074	ED397077
TM025078	ED397078
TM025079	ED397079
TM025080	ED397080
TM025081	ED397081
TM025082	ED397082
TM025083	ED397083
TM025084	ED397084
TM025085	ED397085
TM025086	ED397086
TM025121	ED397087
TM025122	ED397088
TM025125	ED397089
TM025128	ED397090
TM025129	ED397091
TM025130	ED397092
TM025135	ED397093

CS215350	ED396308
CS215351	ED396309
CS215354	ED396310
CS215355	ED396311
CS215356	ED396312
CS215357	ED396313
CS215358	ED396314
CS215359	ED396315
CS215364	ED396316
CS215367	ED396317//
CS215368	ED396318//
CS215369	ED396319
CS215371	ED396320//
CS215372	ED396321//
CS215373	ED396322//
CS215374	ED396323
CS215375	ED396324
CS215376	ED396325
CS215381	ED396326
CS215382	ED396327
CS215383	ED396328
CS215385	ED396329
CS215388	ED396330
CS215389	ED396331
CS215390	ED396332
CS215392	ED396333
CS215393	ED396334
CS215396	ED396335
CS215399	ED396336
CS215400	ED396337
CS215411	ED396338
CS509220	ED396339
CS509248	ED396340
CS509260	ED396341//
CS509275	ED396342
CS509276	ED396343
CS509277	ED396344
CS509278	ED396345
CS509279	ED396346
CS509280	ED396347
CS509281	ED396348
CS509282	ED396349
CS509283	ED396350
CS509284	ED396351
CS509289	ED396352
CS509290	ED396353
CS509291	ED396354
CS509294	ED396355
CS509295	ED396356
CS509296	ED396357
CS509297	ED396358

EA - Educational Management

EA024272	ED396359
EA026257	ED396360
EA027418	ED396361
EA027499	ED396362//
EA027500	ED396363//
EA027501	ED396364//
EA027507	ED396365
EA027508	ED396366
EA027568	ED396367
EA027585	ED396368

TM025136	ED397094
TM025137	ED397095
TM025138	ED397096
TM025139	ED397097
TM025166	ED397098
TM025220	ED397099
TM025221	ED397100
TM025223	ED397101
TM025224	ED397102
TM025225	ED397103
TM025230	ED397104
TM025233	ED397105
TM025236	ED397106
TM025237	ED397107
TM025239	ED397108
TM025241	ED397109
TM025242	ED397110
TM025243	ED397111
TM025245	ED397112
TM025246	ED397113
TM025247	ED397114
TM025249	ED397115
TM025250	ED397116
TM025251	ED397117
TM025252	ED397118
TM025254	ED397119
TM025257	ED397120
TM025259	ED397121
TM025260	ED397122
TM025264	ED397123
TM025267	ED397124
TM025268	ED397125
TM025269	ED397126
TM025271	ED397127
TM025272	ED397128
TM025278	ED397129
TM025290	ED397130
TM025294	ED397131
TM025296	ED397132
TM025300	ED397133
TM025308	ED397134
TM025310	ED397135
TM025318	ED397136
TM025323	ED397137
TM025324	ED397138
TM025325	ED397139

UD - Urban Education

UD029222	ED397140
UD029847	ED397141
UD030565	ED397142
UD030914	ED397143
UD030915	ED397144
UD030916	ED397145
UD030917	ED397146
UD030918	ED397147
UD031022	ED397148//
UD031023	ED397149
UD031024	ED397150
UD031025	ED397151
UD031026	ED397152//
UD031027	ED397153//
UD031028	ED397154

EA027588	ED396369
EA027590	ED396370
EA027591	ED396371
EA027592	ED396372
EA027594	ED396373
EA027595	ED396374
EA027596	ED396375
EA027597	ED396376
EA027598	ED396377
EA027601	ED396378
EA027602	ED396379
EA027603	ED396380
EA027604	ED396381
EA027606	ED396382
EA027607	ED396383
EA027608	ED396384
EA027609	ED396385
EA027610	ED396386
EA027611	ED396387
EA027612	ED396388
EA027613	ED396389
EA027614	ED396390
EA027615	ED396391
EA027616	ED396392
EA027617	ED396393
EA027618	ED396394
EA027619	ED396395
EA027620	ED396396
EA027621	ED396397
EA027622	ED396398
EA027623	ED396399
EA027625	ED396400
EA027626	ED396401
EA027627	ED396402
EA027629	ED396403
EA027630	ED396404
EA027633	ED396405
EA027635	ED396406
EA027636	ED396407
EA027637	ED396408
EA027638	ED396409
EA027639	ED396410
EA027640	ED396411
EA027641	ED396412
EA027642	ED396413
EA027643	ED396414
EA027644	ED396415
EA027645	ED396416
EA027651	ED396417//
EA027652	ED396418//
EA027653	ED396419
EA027654	ED396420
EA027655	ED396421
EA027656	ED396422//
EA027657	ED396423
EA027658	ED396424
EA027659	ED396425
EA027660	ED396426
EA027664	ED396427
EA027665	ED396428//
EA027666	ED396429
EA027667	ED396430
EA027668	ED396431
EA027669	ED396432

UD031031	ED397155//
UD031032	ED397156//
UD031033	ED397157//
UD031034	ED397158//
UD031035	ED397159
UD031036	ED397160
UD031038	ED397161
UD031039	ED397162
UD031040	ED397163//
UD031041	ED397164//
UD031043	ED397165//
UD031044	ED397166
UD031045	ED397167
UD031046	ED397168
UD031047	ED397169
UD031048	ED397170//
UD031049	ED397171//
UD031050	ED397172//
UD031051	ED397173
UD031052	ED397174//
UD031053	ED397175//
UD031054	ED397176//
UD031055	ED397177
UD031056	ED397178//
UD031057	ED397179//
UD031058	ED397180
UD031059	ED397181//
UD031060	ED397182
UD031061	ED397183//
UD031062	ED397184//
UD031063	ED397185//
UD031064	ED397186
UD031065	ED397187//
UD031067	ED397188//
UD031068	ED397189//
UD031069	ED397190
UD031070	ED397191
UD031071	ED397192
UD031072	ED397193
UD031073	ED397194
UD031074	ED397195//
UD031075	ED397196
UD031076	ED397197
UD031077	ED397198
UD031080	ED397199
UD031081	ED397200
UD031082	ED397201
UD031083	ED397202
UD031084	ED397203
UD031085	ED397204
UD031086	ED397205
UD031087	ED397206
UD031088	ED397207
UD031089	ED397208
UD031090	ED397209
UD031091	ED397210
UD031093	ED397211
UD031094	ED397212
UD031095	ED397213
UD031096	ED397214//
UD031097	ED397215

EA027670	ED396433
EA027672	ED396434
EA027673	ED396435
EA027674	ED396436
EA027676	ED396437
EA027677	ED396438
EA027678	ED396439
EA027679	ED396440
EA027681	ED396441
EA027682	ED396442
EA027684	ED396443
EA027685	ED396444
EA027689	ED396445
EA027692	ED396446
EA027693	ED396447
EA027698	ED396448
EA027699	ED396449
EA027700	ED396450
EA027705	ED396451
EA027706	ED396452
EA027707	ED396453
EA027708	ED396454
EA027748	ED396455
EA027750	ED396456
EA027752	ED396457
EA027753	ED396458
EA027754	ED396459
EA027755	ED396460
EA027757	ED396461
EA027758	ED396462

EC - Disabilities and Gifted Education

EC304714	ED396463
EC304843	ED396464
EC304844	ED396465
EC304845	ED396466
EC304846	ED396467
EC304847	ED396468
EC304848	ED396469
EC304849	ED396470
EC304850	ED396471
EC304851	ED396472
EC304852	ED396473
EC304853	ED396474
EC304855	ED396475
EC304856	ED396476
EC304857	ED396477
EC304858	ED396478
EC304859	ED396479
EC304860	ED396480
EC304861	ED396481
EC304862	ED396482
EC304863	ED396483
EC304864	ED396484
EC304865	ED396485
EC304866	ED396486
EC304867	ED396487//
EC304868	ED396488//
EC304869	ED396489
EC304870	ED396490
EC304871	ED396491
EC304872	ED396492
EC304873	ED396493

EC304874	ED396494
EC304876	ED396495
EC304878	ED396496
EC304879	ED396497
EC304880	ED396498//
EC304881	ED396499//
EC304882	ED396500
EC304883	ED396501
EC304884	ED396502//
EC304885	ED396503
EC304886	ED396504
EC304887	ED396505
EC304888	ED396506
EC304889	ED396507
EC304890	ED396508
EC304891	ED396509
EC304892	ED396510
EC304893	ED396511//
EC304913	ED396512

FL - Language and Linguistics

FL022525	ED396513
FL022526	ED396514
FL022814	ED396515
FL023475	ED396516
FL023539	ED396517
FL023771	ED396518
FL023803	ED396519
FL023842	ED396520
FL023844	ED396521
FL023846	ED396522
FL023854	ED396523
FL023855	ED396524
FL023866	ED396525//
FL023867	ED396526
FL023869	ED396527
FL023870	ED396528
FL023871	ED396529
FL023873	ED396530
FL023874	ED396531
FL023875	ED396532
FL023876	ED396533
FL023877	ED396534
FL023878	ED396535
FL023879	ED396536
FL023880	ED396537
FL023881	ED396538
FL023882	ED396539
FL023883	ED396540
FL023884	ED396541
FL023885	ED396542
FL023886	ED396543
FL023887	ED396544
FL023888	ED396545
FL023889	ED396546
FL023905	ED396547
FL023906	ED396548
FL023907	ED396549
FL023908	ED396550
FL023909	ED396551
FL023910	ED396552
FL023911	ED396553
FL023912	ED396554

FL023913	ED396555
FL023914	ED396556
FL023915	ED396557
FL023916	ED396558
FL023917	ED396559
FL023919	ED396560
FL023923	ED396561
FL023924	ED396562
FL023925	ED396563
FL023926	ED396564
FL023927	ED396565
FL023928	ED396566
FL023929	ED396567
FL023930	ED396568
FL023931	ED396569
FL023932	ED396570
FL023933	ED396571
FL023934	ED396572
FL023935	ED396573
FL023936	ED396574
FL023937	ED396575
FL023938	ED396576
FL023939	ED396577
FL023940	ED396578//
FL023943	ED396579//
FL023945	ED396580//
FL023947	ED396581
FL023948	ED396582
FL023957	ED396583//
FL023960	ED396584
FL023966	ED396585//
FL023967	ED396586//
FL023968	ED396587//
FL023969	ED396588//
FL023970	ED396589//
FL023971	ED396590//
FL023976	ED396591
FL801013	ED396592

HE - Higher Education

HE028153	ED396593
HE029218	ED396594//
HE029220	ED396595
HE029221	ED396596
HE029222	ED396597
HE029223	ED396598
HE029224	ED396599
HE029225	ED396600//
HE029226	ED396601
HE029227	ED396602
HE029228	ED396603
HE029229	ED396604
HE029230	ED396605
HE029231	ED396606
HE029232	ED396607
HE029233	ED396608
HE029234	ED396609//
HE029235	ED396610//
HE029236	ED396611//
HE029241	ED396612
HE029242	ED396613
HE029243	ED396614
HE029244	ED396615

HE029245	ED396616
HE029246	ED396617
HE029247	ED396618//
HE029248	ED396619
HE029249	ED396620
HE029251	ED396621
HE029252	ED396622
HE029253	ED396623
HE029254	ED396624
HE029255	ED396625
HE029256	ED396626
HE029257	ED396627
HE029258	ED396628
HE029259	ED396629
HE029260	ED396630
HE029261	ED396631
HE029262	ED396632
HE029263	ED396633
HE029264	ED396634
HE029265	ED396635
HE029266	ED396636
HE029267	ED396637
HE029268	ED396638
HE029269	ED396639
HE029270	ED396640
HE029271	ED396641
HE029272	ED396642
HE029273	ED396643
HE029274	ED396644
HE029275	ED396645
HE029276	ED396646
HE029286	ED396647
HE029288	ED396648
HE029289	ED396649
HE029290	ED396650
HE029291	ED396651
HE029292	ED396652
HE029294	ED396653
HE029295	ED396654
HE029296	ED396655
HE029297	ED396656
HE029298	ED396657
HE029299	ED396658
HE029300	ED396659
HE029301	ED396660
HE029302	ED396661

IR - Information and Technology

IR016608	ED396662
IR017827	ED396663
IR017839	ED396664
IR017841	ED396665
IR017842	ED396666
IR017843	ED396667
IR017844	ED396668
IR017845	ED396669
IR017846	ED396670
IR017847	ED396671
IR017848	ED396672
IR017849	ED396673
IR017850	ED396674
IR017851	ED396675
IR017852	ED396676

IR017853	ED396677
IR017854	ED396678
IR017855	ED396679
IR017856	ED396680
IR017857	ED396681
IR017858	ED396682
IR017859	ED396683
IR017860	ED396684
IR017861	ED396685
IR017862	ED396686
IR017863	ED396687
IR017864	ED396688
IR017865	ED396689
IR017866	ED396690
IR017867	ED396691
IR017868	ED396692
IR017869	ED396693
IR017870	ED396694
IR017871	ED396695
IR017872	ED396696
IR017873	ED396697
IR017874	ED396698
IR017893	ED396699
IR017908	ED396700//
IR017910	ED396701
IR017911	ED396702
IR017912	ED396703//
IR017914	ED396704
IR017915	ED396705
IR017917	ED396706
IR017919	ED396707
IR017920	ED396708
IR017921	ED396709
IR017922	ED396710
IR017923	ED396711
IR017924	ED396712
IR017925	ED396713
IR017926	ED396714
IR017927	ED396715
IR017928	ED396716
IR017930	ED396717
IR017931	ED396718
IR017932	ED396719
IR017933	ED396720
IR017934	ED396721
IR017935	ED396722
IR017936	ED396723
IR017937	ED396724
IR017938	ED396725
IR017939	ED396726
IR017940	ED396727
IR017941	ED396728
IR017942	ED396729
IR017943	ED396730
IR017944	ED396731
IR017945	ED396732
IR017946	ED396733
IR017947	ED396734
IR017948	ED396735
IR017949	ED396736
IR017950	ED396737
IR017951	ED396738
IR017952	ED396739
IR017953	ED396740

IR017954	ED396741
IR017955	ED396742
IR017956	ED396743
IR017957	ED396744
IR017958	ED396745
IR017959	ED396746
IR055918	ED396747
IR055919	ED396748//
IR055920	ED396749//
IR055921	ED396750
IR055922	ED396751
IR055923	ED396752
IR055924	ED396753//
IR055925	ED396754//
IR055926	ED396755
IR055927	ED396756
IR055928	ED396757
IR055929	ED396758
IR055930	ED396759
IR055932	ED396760//
IR055933	ED396761//
IR055934	ED396762
IR055936	ED396763
IR055937	ED396764//
IR055938	ED396765
IR055939	ED396766//
IR055940	ED396767//
IR055941	ED396768//
IR055942	ED396769//
IR055943	ED396770
IR055944	ED396771//

JC - Community Colleges

JC930094	ED396772
JC940286	ED396773
JC940288	ED396774
JC940289	ED396775
JC960386	ED396776
JC960387	ED396777
JC960388	ED396778
JC960404	ED396779
JC960407	ED396780
JC960408	ED396781
JC960409	ED396782
JC960410	ED396783
JC960411	ED396784
JC960412	ED396785
JC960413	ED396786
JC960414	ED396787
JC960415	ED396788
JC960416	ED396789
JC960417	ED396790
JC960418	ED396791
JC960419	ED396792
JC960420	ED396793
JC960421	ED396794
JC960422	ED396795
JC960423	ED396796
JC960424	ED396797
JC960425	ED396798
JC960426	ED396799
JC960427	ED396800
JC960428	ED396801

JC960432	ED396802
JC960438	ED396803
JC960441	ED396804
JC960442	ED396805
JC960443	ED396806
JC960472	ED396807
JC960473	ED396808
JC960480	ED396809

PS - Elementary and Early Childhood Education

PS022278	ED396810
PS023483	ED396811
PS023687	ED396812
PS024098	ED396813
PS024239	ED396814
PS024249	ED396815
PS024250	ED396816
PS024252	ED396817
PS024253	ED396818
PS024254	ED396819
PS024255	ED396820
PS024256	ED396821
PS024261	ED396822
PS024270	ED396823
PS024276	ED396824
PS024277	ED396825
PS024281	ED396826
PS024297	ED396827
PS024298	ED396828
PS024299	ED396829
PS024304	ED396830
PS024305	ED396831
PS024307	ED396832
PS024312	ED396833
PS024324	ED396834
PS024336	ED396835
PS024337	ED396836
PS024339	ED396837//
PS024340	ED396838
PS024343	ED396839
PS024344	ED396840
PS024345	ED396841
PS024350	ED396842
PS024355	ED396843
PS024356	ED396844
PS024359	ED396845
PS024361	ED396846
PS024373	ED396847
PS024374	ED396848
PS024376	ED396849
PS024378	ED396850
PS024385	ED396851
PS024386	ED396852
PS024392	ED396853
PS024395	ED396854